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ABSTRACT

These proceedings are the outcome of a 2-day conference involving education, health, and human service providers who work with children and youth with handicapping conditions across Washington State. The conference's purpose was to bring representatives from interagency teams together to exchange information about how the interagency teams operate, exchange information about barriers/issues related to interagency coordination, participate in staff development on the maintenance of effective interagency coordination and transition, and discuss the commitment both state agencies and local communities have to interagency coordination. Reports are presented from interagency teams focusing on specific program areas, including early childhood, seriously behaviorally disabled, and transition. Each report describes the activities of several interagency teams; the benefits of interagency collaboration to the public, families of handicapped children, and agencies/providers; and key issues. Appendices contain a list of participants, biographical information about conference facilitators and presenters, conference worksheets, an interagency agreement between the Washington State Department of Social and Health Services and the Office of the Superintendent of Public Instruction, eligibility criteria for handicapped students, and conference evaluation results. (JDD)

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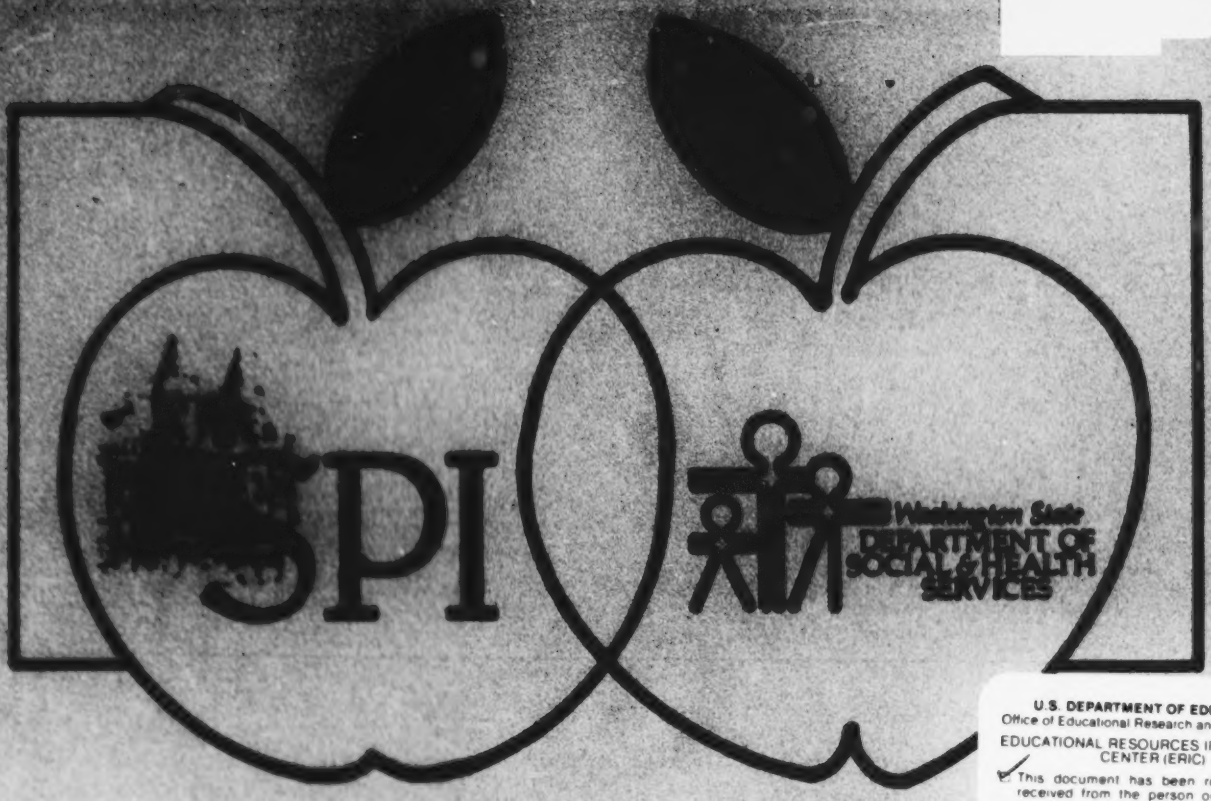

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PARTNERSHIPS FOR THE FUTURE

PROCEEDINGS

A conference sponsored by the
Office of the Superintendent of Public Instruction
Division of Special Education and Professional Programs

April 27-28, 1987

Ellensburg, Washington

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PARTNERSHIPS FOR THE FUTURE II

PROCEEDINGS

A conference sponsored by the
Office of Superintendent of Public Instruction
Division of Special Services and Professional Programs
April 27 - 28, 1987
Ellensburg, Washington

Conference Planning Team

Judy A. Schrag, Assistant Superintendent

Greg K. Kirsch, Director, Special Education

Carla Jackson, Coordinator, Transition Services

Claudia Partlow, Coordinator, Seriously Behaviorally Disabled

Lois Hart, Coordinator, Low Incidence Handicapping Conditions

Joan Gaetz, Coordinator, Early Childhood Education

Susan Baxter, Coordinator, Early Childhood Interagency

Conference and Consultants

Jerry O. Elder

J. Steven Ott

Jane Steiner

Gene Edgar

Marc Hull

Doug Gill

Office of Superintendent of Public Instruction
Old Capitol Building
MS: FG-11
Olympia, Washington 98504

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FOREWORD

"Partnerships For The Future II: Proceedings" is the outcome of a two-day conference sponsored by the Office of Superintendent of Public Instruction Division of Special Services and Professional Programs April 27-28, 1987. Participants represented education, health, and human service providers across Washington State who work with the children and youth with handicapping conditions.* Local, regional and state decision makers participated together to arrive at the following conclusions.

Recommendations made in this document are the products of the individual working groups and the collective group of participants. It was the expectation of this widely-represented group that these recommendations would be submitted to the Department of Social and Health Services - Office of Superintendent of Public Instruction Joint Staff Committee co-chaired by Cheryl Chow, Assistant Superintendent, OSPI and Audrey Fetters, Assistant Secretary, DSHS for consideration, prior to their final report, June 30, 1987.

(* See WAC eligibility definitions in Appendix E)

BACKGROUND

In Spring, 1986, the Division of Special Services and Professional Programs of the Office of Superintendent of Public Instruction, in partnership with local education agencies and Educational Service Districts, identified interagency coordination as a priority area for discretionary funding expenditures. In addition, it was determined that other priority areas (transition, preschool, low incidence, and serious behaviorally disordered) would be most appropriately addressed from an interagency perspective.

Three separate Requests for Quotation (RFQs) were developed by the Office of Superintendent of Public Instruction and sent to the field. Two of these supported interagency team development. The third supported transition activities. Contracting teams awarded funding for 1986-87 made a commitment to share the results of their efforts in the spring of 1987 at Partnerships For the Future II, an interagency conference sponsored by the Office of Superintendent of Public Instruction.

PURPOSE

The purpose of the Partnerships for the Future II Conference was to bring interagency teams together to:

1. Exchange information about how their individual interagency teams operate;

2. Exchange information about barriers/issues related to interagency coordination;

3. Participate in staff development on the maintenance of effective interagency coordination and transition; and

4. Discuss the commitment both state agencies and local communities have to interagency coordination.

An additional function of the two-day conference was to bring state, regional, and local decision-makers together across agencies to:

1. Gain information about the focus, location, and accomplishments of existing interagency teams;

2. Gain information about the benefits of existing interagency efforts;

3. Gain information about the issues perceived as most pertinent by local level teams; and

4. Participate in problem solving with local teams.

See Appendix A for a list of participants and correspondence to guests.

CONFERENCE FORMAT

Length:

A two-day conference was developed. Day I was devoted to "State of the Art" presentations (transition focus group) and individual group team work (early childhood and seriously behavior disordered focus groups). Day II was for synthesizing interagency benefits and issues across groups.

Location:

Ellensburg was selected as the most ideal location because it was perceived as equally accessible by all teams and had the necessary conference accommodations.

Support:

J. Steven Ott, Ph.D., and Jerry O. Elder were employed to serve as consultants for the two-day conference. (See Appendix B for vitae of consultants.) Notes from Dr. Ott's opening presentation can be found in Appendix C. The consultants were asked to:

1. Provide formal and informal support to the conference staff and groups throughout the two days;

2. Facilitate the final "Findings" panel on Day II; and

3. Provide a short written summary of their observations.

An agenda for the conference appears in Appendix D.

Process:

To provide maximum benefit to each focus group, the Office of Superintendent of Public Instruction staff were assigned to each group as facilitators. Jane Steiner, technical assistant from the Western Regional Resource Center assisted the Transition group. Two work sheets were developed to help synthesize group information across three very different focal groups. (See Appendix D.)

OUTCOME

Fifteen teams (100 participants) from agencies, districts and organizations across Washington participated in both days of the conference. An additional 20 guests participated in the second day's activities. The following summarizes the specific outcomes by group.

EARLY CHILDHOOD INTERAGENCY TEAMS

Three Interagency Requests for Quotation were funded December, 1986 by the Office of Superintendent of Public Instruction. One of these three (ESD's 101-171) selected children and youth with emotional disabilities as their target group. This project is described under the Seriously Behaviorally Disordered Team Report. The remaining two projects, plus two additional (non-RFQ funded) interagency teams identified infants and children birth to six as their focus. The two independently supported teams were invited to join the funded teams to provide an opportunity for comparison, shared problem identification, and solution brainstorming. The following is a brief description of each team/project.

YAKIMA COUNTY INTERAGENCY TEAM

Representatives from Upper Valley (Yakima) and Lower Valley (Sunnyside) interagency teams described now two separate but coordinated interagency councils have formed to develop strategies to address needs identified in two separate community needs assessments conducted in Spring, 1987. Both teams have broad community representation including public health, hospital administration, county government, local education agencies, migrant farm workers services, Yakima Tribal representation, Developmental Disabilities, Children's Services, mental health, child care, consumer advocates, Crippled Children's Services and the Educational Service District (105).

Both teams are operating entirely with volunteer time contributions from all participating agencies. While both groups have identified different needed activities, their priorities are similar. Both teams have expressed a desire to more effectively meet unique needs of the culturally diverse in Yakima County (including Indian, Hispanic and Filipino).

Leadership for the initial organization was provided by ESD 105 and Valley General Hospital. For more information contact Gail Weaver, Valley Memorial Hospital, Pediatric Neuromuscular Program, 2811 Tieton Drive, Yakima WA 98902, (509) 575-8160.

PIERCE COUNTY INFANT-TODDLER SCREENING COUNCIL

This interagency coordinating body initially was formed as the result of interest generated by the Pierce County Developmental Disabilities Board regarding the need for screening services for at-risk/disabled children under three years. A one-time-only grant for $12,000 was made available to address the need for such services. Following a community needs assessment, children's services professionals (including public health, developmental disabilities workers, educators and therapists) joined forces with parents, advocates, and city and county officials to create a totally volunteer screening clinic which provides regularly scheduled free screenings for children birth to three throughout the county. While they have found that they have not identified a significantly higher number of children with disabilities, they have identified a very large number of high-risk children who have not been connected with needed services in the community. As a result of their

collaboration, the council was able to generate the amount of energy and organization necessary to develop a federal grant proposal (pending) and attract the interest of both municipal and county action agencies. This group hopes to find continued funding to refine their screening clinic, develop a parent-managed case management model, and further develop the interagency potential in Pierce County. For further information contact Denese Bohanna, RN, Tacoma-Pierce County Public Health Department, 3629 South "D" Street, Mailstop FC-3194, Tacoma, WA 98408, (206) 591-6403.

EDMONDS-EVERETT COMPREHENSIVE INTERAGENCY COORDINATION COUNCIL FOR DEVELOPMENTALLY HANDICAPPED CHILDREN BIRTH TO SIX

This project was the result of two separate early childhood efforts which joined together to address common needs. Application for RFQ funding was made jointly by Edmonds and Everett School Districts. Collaborators included Children's Services, Snohomish Mental Health Services, Edmonds Community College, Everett Community College and Snohomish County Head Start.

Funding supported interagency activities which included identifying the serving agencies, defining the precise target population, conducting and maintaining a coordinating council. Purpose of the application for funding was to develop and carry out an action plan to improve interagency service delivery and to create a model for interagency coordination which could be replicated and disseminated. Emphasis was placed on expanding linkages with private preschools and day care centers to expand before, during, and after school placements for children with disabilities. A community needs assessment was conducted in December, 1986 as a cornerstone to this project.

A manual is planned as a product outcome. The nine-month project received $20,000 as an ongoing interagency team. For further information contact Susan Myers, Interagency Coordinator (project co-director) at (206) 339-4335 or Gwen Lewis, Child Find Coordinator (project co-director) at (206) 771-4347.

ARLINGTON COORDINATED SERVICE MODEL FOR BIRTH TO SIX-YEAR OLD CHILDREN WITH SPECIAL NEEDS

This project proposal was the outcome of a year-long extensive planning and needs assessment process involving representatives from over twenty public and private agencies who provide services to birth through six-year old children and their families throughout Snohomish County.

The major focus of this group and their reason for working together has been to develop a coordinated interagency service model for at-risk/handicapped children through an enhanced collaboration of agency resources. The interagency meetings and work sessions have brought the group to the point where there was a need to employ a project coordinator to implement the various components of the model and to test the model's efficacy in providing an enhanced interagency delivery system for young at-risk/handicapped children.

Under the leadership of Floyd Ellingson, Director for Special Services, Arlington School District, collaborators including representatives from Children's Services, Snohomish Health District, and Developmental Disabilities submitted an application for $20,000 to support the ongoing efforts of this group. A project coordinator was hired in January to provide the labor and leadership necessary to carry out the activities proposed.

A major component of the project is a functional management plan which defines the process and procedures for accessing interagency services and also addresses, through a coordinated service plan, how such services will be provided and by whom. This process involves a "core-group" of agency representatives working together as a team to develop an integrated, interagency service model for the at-risk/handicapped child and his/her family.

In addition, the project coordinator was employed to serve as the catalyst in the development and refinement of the interagency service model. She has: (1) developed a public awareness program; (2) developed a tracking system for children served by the model; (3) developed and facilitated an ongoing evaluation process to assess the effectiveness of the model;(4) facilitated interagency cooperation in all project activities; (5) maintained a written record of all meetings and project activities; (6) facilitated parental involvement and ownership in the interagency process; (7) developed a parent-training component; (8) developed a project manual as part of a dissemination plan to share the benefits of the model with other communities and agencies; and (9) developed and produced an eight-minute slide/tape presentation describing the Arlington Project. This team hopes to find additional funds to continue this important project beyond August, 1987. For further information contact Diane McCutcheon or Floyd Ellingson, (206) 435-2156.

* * * * *

An additional participant in the early childhood teams cluster who should receive separate acknowledgement is Karen Small, ESD 189 Preschool Facilitator. Under a separate Title VI-B discretionary grant, Karen has spent fifty percent of her time this past academic year conducting local community needs assessments in collaboration with local teams such as the four represented here. Employing a uniform process, Karen has spent up to four days per community (two on-site) assisting community leaders in determining their needs and priorities. This $20,000 grant has assisted the following communities in identifying ways of more effectively working together:

Pierce County	Arlington
Upper (Yakima) Valley	Lower Snohomish County (Edmonds-Everett)
Lower (Yakima) Valley	Whatcom County
Chelan-Douglas County	Island County

The following benefits and issues were collectively identified by the early childhood interagency teams in an effort to communicate their findings over the past 12-18 months.

BENEFITS OF EARLY CHILDHOOD INTERAGENCY COLLABORATION TO THE PUBLIC

1. Interagency coordination saves money because it eliminates duplication of services.

2. Use of lay volunteers and agency volunteers for interagency screening saves money; participants contribute labor and expertise as part of the process.

3. Early identification via interagency screening and referral cuts cost of services later ($1 now or $4 later).

4. Interagency collaboration of early intervention services promotes community awareness through increased acceptance of children with differences within the community.

5. Interagency coordination reduces barriers between agencies and makes them more able to respond to the needs of the public; "capacity to respond" is increased.

6. Interagency coordination redirects the energy of agency participants to focus on the needs of the child/family (cooperation instead of competition).

7. Early childhood interagency coordination assists in prevention of child abuse by early detection of the need for support to high-risk families and the subsequent referral to helping systems.

BENEFITS OF EARLY CHILDHOOD INTERAGENCY COLLABORATION AND COLLABORATIVE SERVICES FOR FAMILIES (AS NEEDED)

1. The family has more access to resources within the community including both collective expertise and increased availability.

2. The family gains greater access to the community "mainstream" (health services, day care, preschool).

3. The family has increased knowledge of systems, how to network with professionals, and how to talk so professionals will hear them.

4. The family experiences less confusion and burnout.

5. The family is empowered to take on primary responsibility for managing their child's service plan.

6. Families more regularly access preventive services (i.e., well-child health care, communications, family and peer support, etc.) thus decreasing the potential for secondary disabling conditions.

7. Families spend less time, money, and energy going from one system to another searching for answers.

8. Families may experience more long-term family wellness; they are strengthened - extended family often benefits (siblings, grandparents).

9. Families often experience increased overall acceptance of child's disability due to knowledge of and access to resources, perception of community support, improved family cohesiveness and problem-solving abilities.

10. Families often experience increased positive involvement in their child's program - parents may pursue additional education, training or new employment in a related field as a result of their positive contact as a member of the community team.

11. Children benefit from increased quality of care made available via the shared expertise across systems.

12. Children, families, and professionals experience smoother transitions due to increased information about new systems and as a result of purposeful transitioning activities.

BENEFITS TO AGENCIES/PROVIDERS PARTICIPATING IN EARLY CHILDHOOD INTERAGENCY COLLABORATION

1. Increases accuracy of referral and timeliness of referrals; promotes use of better/more useful documentation.

2. Increases knowledge of community resources, how to access them, when.

3. Broadens the knowledge base for participating staff members (across disciplines, across agencies, and across 'cultures').

4. Increases service capability in times of dwindling resources.

5. Increases opportunities for shared staff development, shared space utilization, shared resources.

6. Increases professional networking which leads to improved collective problem-solving and decreases professional burnout. Helps professionals become cohesive by establishing priorities together.

7. Provides positive community visibility for both the agency and the kinds of services offered.

8. Provides community sounding board for collaborators to discuss issues related to early childhood services.

KEY ISSUES IDENTIFIED BY EARLY CHILDHOOD INTERAGENCY TEAMS

1. There is a need for sanction at local, regional, and state levels to participate in interagency collaboration including:

   a. Effective, functional interagency agreements

   b. Collaborative funding mechanisms

   c. Recognition of staff time needed to participate in interagency collaboration

   d. Shared training opportunities

   e. "Press" featuring the outcomes of collaboration

2. There is a need for funding to support interagency activity, including:

   a. Employment of a single mutually agreed upon individual to coordinate activities and communication across systems, to facilitate meetings, and to provide follow-up.

   b. In-kind/funding support to cover clerical support, postage, printing, phone, cost reimbursement for parent involvement (day care, transportation, meals, registration).

   c. Funding for interagency coordination needs to be an anticipated line-item cost built into state, regional and local budgets of family-serving systems:

      1. Based upon the number of children in the service area and the number of agencies participating

      2. Funding should go to the community, then be distributed to participating groups

3. There is a need for involvement of private sector at all levels; this is more than a public responsibility.

4. There is a need for technical assistance, and training is needed for local and regional teams in:

   a. Team development

   b. Effective meetings management

   c. Conflict resolution

   d. "Getting to yes"/negotiating

   e. How to identify and involve the right players

f. Developing and using the needs assessment process as a starting point

g. Evaluating interagency effectiveness

h. "Course of action" adjustment and ongoing team maintenance

5. There is a need for the development of operational interagency agreements which contain agreed upon language and which minimize the time expended authorizing interagency agreements by all participating agencies (boiler plate language? Common format? single contracting consultant).

6. There needs to be agency awareness of the concrete benefits of interagency collaboration: "What's in it for our agency? For our clients?"

7. There needs to be a linkage of information across public and private providers serving families of children under six.

   a. Newsletter to provide information about training opportunities, "best practices," new resources for providers and families

   b. Inexpensive computer/electronic mail link up like SpecialNET or UNET

8. Interagency groups need to consider the location/placement of the interagency committee/team.

   a. Team facilitator needs to be physically and psychologically accessible to participants and consumers

   b. Agency/organization housing the interagency group should be viewed as a community facilitator or promoter of collaboration

9. There is a need for interagency groups to identify the body to <u>whom</u> the group ultimately reports.

10. There is a need for interagency groups offering a direct service to explore liability and liability coverage issues.

COMMON CHARACTERISTICS* ACROSS EARLY CHILDHOOD TEAMS

1. All teams began with a community needs assessment process (provided through ESD 189's Interagency Facilitator, two days on site and two days off site).

2. All teams have developed a broad base of community services involvement including public and private health care providers, educators, child and family services and developmental disabilities professionals, and day care providers.

3. All teams are advisory bodies, holding regular meetings with an identifiable facilitator.

4. All teams utilize in-kind contributions of space, postage, printing, and refreshments as well as staff time contributions of three to six hours (minimum) per month per participant.

5. All teams have developed the use of task specific work groups to problem-solve concrete issues and to develop products.

6. All teams have produced/are producing tangible outcomes including manuals (2 teams); extensive grant applications (2); working models for case mangement (3); screening clinics (1).

* These commonalities are representative of the outcomes described by more than eight other local early childhood teams across Washington.

SERIOUSLY BEHAVIORALLY DISABLED INTERAGENCY REPORT

Teams

Five interagency teams were awarded $4,000.00 each in grant money in the fall of 1986. The grants were developed to assist Educational Service Districts (ESD) and Local Educational Agencies (LEA) in forming interagency teams to address the service needs of Seriously Behaviorially Disabled students who receive or need multi-agency service. One team calls this population: "Poly-system kids who are too difficult for one agency to serve alone."

ESD's 101/171

These two Eastern Washington Educational Service Districts jointly applied for and received funds. With funds from other sources (i.e., LEA's regional Department of Social and Health Services, DSHS, other grants, and local ESD money) they hired an Interagency Coordinator for their entire region. Eleven counties (Adams, Chelan, Douglas, Ferry, Grant, Lincoln, Okanogan, Pend Oreille, Spokane, Stevens, and Whitman) have formed interagency teams which are in different stages of development. The Interagency Coordinator has done needs assessments in each county, given technical assistance and conducted a training workshop. A regional interagency team has formed to coordinate activities. The contact person for this project is Dan Wolfley ESD 101 (509) 456-7086.

ESD 105

An interagency team for Yakima and Kittitas Counties has formed during the 1986-87 year. Members represent two school districts (Special Education), ESD 105 (Special Education), regional Division of Children and Family Services (DCFS), four mental health centers, the County Mental Health Coordinator, one advocate, and one private sector provider. They plan to add representatives for parents, Division of Developmental Disabilities (D.D.D.) Division of Juvenile Rehabilitation (D.J.R.), and medicine. The team has done a needs assessment and is planning for direct service activities for the 1987-88 year. The contact person is Faye Fuchs, ESD 105 (509) 575-2885.

Everett School District

Received grant funds and formed an interagency team made up of representatives of Everett School District Special Education, regional Division of Children and Family Services, Snohomish County Mental Health, Division of Vocational Rehabilitation (D.V.R.), Everett School District (Vocational Education), and ESD 189 (Special Education). The team has met frequently. It has plans to develop a comprehensive assessment, a day-treatment service system and residential treatment-service systems. The contact person is Judy Burnett, Everett School District, (206) 339-4335.

Federal Way School District

Formed an interagency team representing Federal Way School District (Special Education), parent advocates, D.V.R., and two mental health providers. The team is working on establishing a day-treatment program. The contact person is Carole Davis, Federal Way School District (206) 941-0100.

Mason County Special Services Cooperative

Formed an interagency team representing the Cooperative, D.J.R., D.S.H.S., community mental health, and pediatric consultant. They have developed a directory of resources in their county and provided in-service training to direct service staff. The contact person is Bert Miller, Pioneer School District (206) 426-8291.

BENEFITS OF INTERAGENCY COLLABORATION REPORTED

1. Increased awareness of funding sources
2. Increased communication and networking about individual children and youth
3. Identification of service gaps
4. Awareness of key systems, organizations and staff serving Seriously Behaviorally Disabled students in the community
5. Because of increased awareness a youth in one county was prevented from completing a suicide attempt
6. High School students who have committed crimes are reported to be better served by another team because of collaborative efforts

KEY ISSUES AND POSSIBLE SOLUTIONS IDENTIFIED:

Issues	Possible Solutions
1. Categorical Barriers	1.a. Six day/week educational programs with mental health providing outreach to family and child;
	1.b. Money follows kids;
	1.c. Inter/intra agency dealing with resources - One person managing resources from multiple sources;
	1.d. Rework definitions/terms to make them compatible across systems;
	1.e. Get insurance commissioner to revise coverage definitions;
	1.f. Develop less expensive and restrictive alternatives in mental health treatments (like residential treatment).

2. Blending/Tracking/Monitoring of Funds, Evaluations, and Assessments	2.a. Standardize forms at state, regional and local level;
	2.b. State provide incentives to develop innovative programs;
	2.c. Refine and simplify accountability requirements to categorical programs across agencies;
	2.d. Waivers from regulatory agencies;
	2.e. Get answer to questions like: "Can non-profit organizations get involved in education programs? What are liability issues?";
	2.f. Develop one assessment procedure for all agencies, but allow for multiple assessments;
	2.g. Develop procedure to ensure that assessment records will follow students if they move;
	2.h. Work through a county mental health coordinating board;
	2.i. Assessment will follow students if they move;
3. Coordination of direct service staffs	3.a. Work through a county mental health coordinating board;
	3.b. Establish regional interagency coordinating bodies;
	3.c. Find a college intern to develop process;
4. Need for more services for hard-to-place, aggressive behavior-problem children and youth within Washington State	

TRANSITION TEAMS REPORT

Transition for secondary students with disabilities has many facets. It includes a strong school program; appropriate linkages to adult service systems and providers; and availability of meaningful job, leisure, and living options for students upon leaving the school system. The Transition RFQ's for the 1986-1987 school year focused primarily on the "school program" aspect including interagency linkages with adult service providers. Six Local Education Agency/Educational Service Districts were involved:

Colville	Issaquah
ESD 123	North Kitsap
Grays Harbor College	Peninsula

The transition focus was slightly different from the Seriously Behaviorally Disabled and Early Childhood interagency groups. Rather than having an interagency team as the pivot point of the RFQ, school districts/Educational Service Districts were charged with developing one or more components of a comprehensive secondary transitional program for students ages 13-21 with disabilities. This area was selected by the interagency transition state plan committee as one of the major needs in our state. As part of receiving funds for these individual projects, recipients agreed to assemble a five member team. Members of the team would consist of the project leader, a special education teacher, a regular education or vocational representative, an adult service provider, and a fifth member according to school district/ Educational Service District preference.

These major goals were set for the teams during the two-day Ellensburg Conference:

1. To become informed of state of the art practices in transition at the national, state and local level

   Vehicle: Day 1 activities included several guest speakers who have national recognition in the field

2. To share progress of the projects to date.

   Vehicle: Day 2 activities included time to briefly describe each school district/Educational Service District project. Most teams suggested more time be devoted to this type of activity. (A matrix summarizing all six projects is included in this section.) A list of addresses and phone numbers was developed to assist networking between interested project staff.

3. To identify, prioritize and share issues impacting each project.

   Vehicle: Day 2 activities also included brainstorming and summarizing major transition issues as they relate to interagency collaboration. This list of issues is included in this section.

All six teams were well represented at the conference. Each team was at a different level of need for interagency collaboration; for some, interagency partnerships fit or are already a vital part of the project, for others, the interagency link is just starting to be developed.

We look forward to being able to review and disseminate the products and systems developed from each transition project. Each should provide a framework to other districts seeking to implement part of a comprehensive secondary transitional program for students with disabilities.

TRANSITION RFQ's 1986-87

District/ESD	Focus	Product	Dissemination
North Kitsap	Project ADAPT: A system/guide to provide vocational preparation to special education students grades 7-12; to assist the student to successfully adapt to become an able and contributing member of society. Focus: Future Life Action Planbook	6 products: School District Implementation Guide Teacher's Guide Parent's Guide Future Life Action Plan book Planning Process Information booklet Follow-up Guide	. Field test in 2 districts rural/urb . Inservice 2 districts (3-5 days) . Best Practice Conference . One Additional Conference . Materials available through SPI
Peninsula	To adopt and implement a comprehensive career education curriculum that will meet the needs of all special education students 14-21 years of age's; to coordinate a consistent communication system among middle school/high school special educators and vocational educators	Written materials re: . process of model . flow chart depicting model . follow-up data/process	.Pair/share with 1 district .Presentation at CEC .Presentation at one additional confer .Materials available through SPI
ESD 123/ Walla Walla	Project RATE Rural Area Transition and Evaluation Sample activities: . To organize transition teams within 17 districts of ESD 123 in the area of transition. . To enable students to move from public school to community placement at post-high level.	Final project report of all program components including barriers/issues from individual teams. Publications, presentation papers, reports from activities.	. Sharing/pairing with other rural district(s) . Presentations at 2 conferences . Materials available through SPI

TRANSITION RFQ's 1986-87
Developing Components of Comprehensive Transition Plan

District/ESD	Focus	Product	Dissemination
Colville	. Career/work model middle school-high school . District advisory guidance . Proactive planning of students transitioning through system in vocational and social areas	Project/process description Curriculum framework for career/vocational education/vocational evaluation	Sharing/pairing with another district Presentation at two conferences Dissemination of products to interested LEAs and SPI
Grays Harbor Cooperative	. A functional curriculum for students with mild disabilities . ITP (Individual Transition Plan/checklist/procedures) for all special education students	. Written/video product . Transition checklist . Transition planning document . Functional curriculum framework	Sharing with another district . CEC conference . Best Practice conference Dissemination to interested LEAs and SPI
Issaquah	Project CVS: (Providing a Continuum of of Career Development and Vocational Education Services to Special Needs Students). Purpose includes developing a comprehensive generalizable approach to preparing students with handicaps to become contributing and independent members of the community including transition planning for all of these students	. A four and seven year transition plan . Graduation requirement IEP Planning Guide . Guide on Post Graduation Options . Inservice Training Modules . VCR/or slide production of CVS program	As above

KEY ISSUES IDENTIFIED IN TRANSITION

I. Funding

- Don't mandate interagency collaboration without sufficient funds to cover this activity.
- Requires some new dollars as well as reallocating existing dollars.
- OSPI needs to place more emphasis and resources in the area of secondary curriculum.
- How do we continue our projects without additional funding? (grant? 2nd round RFQ? district $? state/district match?)

II. Lack of appropriate number and quality of services

- Interagency collaboration is not an answer to lack of services.
- Lack of appropriate services for 18-21 year olds (including who is responsible for what).
- Continued need for appropriate curriculum and curricular adaptations.
- Lack of community services in jobs available and residential options:

  Rural/remote (services scarce or far away)
  Urban/suburban (long waiting list for services)

- Need to utilize resources of community colleges.
- Increase ability to "tap" vocational education resources appropriately.

III. Continued encouragement to collaborate

- Don't mandate; empower.
- Form district interagency teams where none exist and commit to regularly-scheduled meetings.
- Need to train families and students to actively access needed services.
- Develop interest of local administration to "get on board" re: transition issues.

- Need to develop coordination with mental health.
- Increase opportunity to share across projects.
- Increase training of vocational education instructors on how to work with students with special needs.
- Keep collaboration moving with DVR, DDD, Supported Employment vendors, etc.

IV. Follow-up/Follow along studies

- Change, impact and enhance:
  - Curriculum (starting to plan earlier too)
  - Functional middle school/junior high program
  - "More functional" ITP process
  - Appropriate referral to adult agencies
- Develop long and short term goal setting so transition can come off well (e.g., a seven year educational plan beginning at fourteen years of age)
- Increase skills and provide encouragement to conduct local follow-up studies
- Provide parent and student follow-up with the receiving agency after completion of high school

SIGNIFICANT ISSUES IDENTIFIED ACROSS ALL INTERAGENCY TEAMS

1. There needs to be a recognized, ongoing interagency body* made up of division directors and agency heads across child, youth, and family serving systems which:

   a. meets regularly;

   b. has the authority to establish state program directions and priorities for children and youth;

   c. has the authority to influence division, department, and agency budget priorities;

   d. has the authority to develop and implement functional interagency agreements;

   e. has the authority to develop collaborative funding mechanisms across divisions, departments and agencies;

   f. has the commitment to develop, fund and implement innovative cross system pilot models as need indicates; and

   g. has the commitment and authority to develop, establish, and support state policies which otherwise support local level collaborative service delivery.

2. There needs to be a clear statement of purpose/philosophy from the state level regarding the commitment to serve children in a comprehensive, coordinated manner across systems as needed.

3. There needs to be adequate funding from the state to support such a philosophy.

4. There needs to be sanctioned methods of blending funds from different systems to provide collaborative services; there needs to be an established alternative to categorization.

5. There needs to be accountability, effectiveness, and efficiency expected and demonstrated in interagency collaboration on all levels.

* Note: It was the recommendation of the Interagency Conference participants that the OSPI-DSHS Joint Staff Committee become a permanently established, active body through which OSPI and DSHS may have ongoing dialogue about shared priorities.

CONCLUSION

The preceding teams' profile reports and findings are a sampling of the increasing efforts on parts of individual communities to respond to the needs of their children. The move toward more locally-driven service options represents governmental decentralization at both federal and state levels.

This represents a significant professional shift in service administration and delivery for many systems. While it encourages considerable creativity in the development of service options, it also requires creativity in management and financing as well. There are obstacles to be crossed, terms to be defined, and funds to be reallocated.

Interagency coordination is more than a philosophy. It is a way to conduct business for the benefit of the family, the child, and the community. It requires availability of resources to provide agencies the opportunity to join together. It requires administrative sanctioning in order to give collaborative planning priority. Interagency coordination requires open, effective communication on all local, regional, and state levels (public and private) to develop trust and respect.

It is the hope of the Division of Special Services and Professional Programs that this conference and these projects will serve as catalysts for more collaboration and a better understanding of what needs to be done to assure that partnerships such as these continue and everyone involved benefits from such partnerships, especially the children and their families.

APPENDIX A

Participants and Guests

SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

April 1, 1987

Dear Colleague:

The Office of the Superintendent of Public Instruction, Division of Special Education and Professional Services is sponsoring a two-day invitational meeting April 27-28 in Ellensburg. Approximately 15 community interagency teams will be participating from across Washington. The purpose of "Partnerships For the Future II" is to bring active interagency teams to share their observations and experiences with community collaborations.

Participating teams have been funded, in part, to conduct local interagency activities using discretionary federal education dollars. Each team represents at least one of five local groups: (1) coordinated services for seriously behavioral disabled children, (2) coordinated transition services for handicapped youth, (3) coordinated services for at-risk/handicapped infants, toddlers and preschoolers; (4) coordinated services to low incidence handicapped children and youth; and (5) coordinated services to at-risk/handicapped youth 13-21.

Facilitators and speakers for the two-day meeting include Mark Hull, Vermont State Education Agency; Gene Edgar, University of Washington; Steven Ott, management consultant, Colorado; Jerry Elder, interagency coordination consultant, Texas; Doug Gill, Pierce County Cooperative, Tacoma, and Jane Steiner, Western Regional Resource Center, Eugene, Oregon.

You are invited to join participants and consultants on April 28 at the Central Washington University Conference Center to discuss the implications of the findings of these community interagency teams. We are particularly pleased to be able to present these findings to the OSPI/DSHS Joint Staff Committee Co-chairs Audrey Fetters, Assistant Secretary, DSHS, and Cheryl Chow, Assistant Superintendent, OSPI. An agenda of the two days is enclosed for your information.

Old Capitol Building, FG-11, Olympia, Washington 98504

In order to plan for our afternoon exchange, we would like you to complete the enclosed registration and return it to L.A. Woodhouse, OSPI; Special Services and Professional Programs; Old Capitol Building, FG-11; Olympia, Washington 98504 by April 15, 1987.

We look forward to your participation in this important meeting. We know you will be excited by the innovative strategies designed by these items and by the successes they have experienced.

Sincerely,

DIVISION OF SPECIAL SERVICES
AND PROFESSIONAL PROGRAMS

Judy A. Schrag
Assistant Superintendent

Greg Kirsch, Director
Special Education

Enclosures

Partnerships for the Future II
CWU Conference Center
Ellensburg, Washington
April 27-28, 1987

PARTICIPANT LISTS

Transition Group

Gene Oord
340 S. 7th
Othello WA 99344
(509) 488-3351

Margaret Bennison
Colville School District
430 E. Hawthorne
Colville WA 99114
(509) 684-5228

Shelley Jones
Colville School District
430 E. Hawthorne
Colville WA 99114
(509) 684-4546

Darlene Gerber
3905 S. Zillah
Kennewick WA 99336
(509) 586-8417

Rona Zimmerman
556 N. 66th
Seattle WA
(206) 784-3926

John Williams
565 N.W. Holly
Issaquah WA 98027
(206) 392-0840

Peggy Paulson
24956 S.E. 155th Pl.
Issaquah WA 98027
(206) 392-6503

Jana Hubbs
705 W. Rose
Walla Walla WA 99326
(509) 529-3700

Leanne Pitto
Colville School District
430 E. Hawthorne
Colville WA 99114
(509) 684-4546

Pam Pilcher
Colville School District
430 E. Hawthorne
Colville WA 99114
(509) 684-3774

Judy Robertus
320 Bernard Ave.
Richland WA 99352
(509) 946-1386

Robin Levine
16007 Tiger Mt.
Issaquah WA 98027
(206) 392-9327

Dale Streeter
702 S. Dennis
Kennewick WA 99336
(509) 946-6106

Grace Cooper
P.O. Box 068
Burbank WA 99323
(509) 547-7027

Margaret Whitney
Peninsula School District
14015 62nd Ave., N.W.
Gig Harbor WA 98335
(206) 857-6171

Diane Kaul
632 N. Arthur, A-51
Kennewick WA 99336
(509) 783-9956

Transition Group (continued)

Laurie Ottes
Rt. 2 Box 427A
Colville WA 99114

Jean Stephenson
17210 Angeline Ave.
Suquamish WA 98392
(206) 898-4294

Cindy Washburn
2881 N.E. Holman
Poulsbo WA 98370
(206) 779-2560

Phyllis Dodds
P.O. Box 205
Grayland WA 98547
(206) 267-6151

Glen Graves
404 W. Wishkah
Aberdeen WA 98520
(206) 533-9430

Peggy Tyson
125 Newell
Walla Walla WA 99326
(509) 527-4478/529-4903

Ron Smith
28911 Beach Dr. N.E.
Poulsbo WA 98370
(206) 779-4741

Wendy Fein
905-135th St. N.W.
Gig Harbor WA 98335
(206) 851-6142

Doug Gill
9809 Coral Dr. S.W.
Tacoma WA 98499
(206) 756-5746

Earl Derry
1008 So. 50th
Yakima WA 98988
(509) 966-4144

Roberta Chapman
2801 N. Cheyenne
Tacoma WA 98407
(206) 795-2531

Orval Taylor
1826 Sawyer S.E.
Olympia WA 98501
(206) 943-5648

Elizabeth Cocoran
16143 Thorp Rd.
Poulsbo WA 98370
(206) 697-6323

David Sander
6900 Whitkan Lane
Aberdeen WA 98520
(206) 532-5952

Karen Ellingson
1920 Rainier St.
Aberdeen WA 98520
(206) 533-6806

Diane Susef
216 N. "G" Street
Aberdeen WA 98520
(206) 532-7690

Judy Green
P.O. Box 374
Poulsbo WA 98370
(206) 779-4453 ext. 28

Boleliee Chapin
2801 N. Cheyenne
Tacoma WA 98407
(206) 759-2531

Lori Larsen
3816 S.W. 108th
Seattle WA 98146
(206) 246-7228

Marc Hull
Calais Stage
Montpelier VT
(802) 229-4126

Leslie Ewer
20011 S.E. 140th
Renton WA 98056
(206) 226-5296

Serious Behavioral Disabilities Group

Jim Warford
Div. of Children & Family Services
840 N. Broadway
Everett WA 98201-9986
(206) 339-4784

Anita Gras Bryant
2110 N.E. Park Rd.
Seattle WA 98105
(206) 522-2712

Linda Price
Mason County Coop
Shelton High School
Shelton WA 98584
(206) 426-4474

Bert Miller
Mason County Coop
Pioneer School District
E. 611 Agate Rd.
Shelton WA 98584
(206) 426-8291

Scott Clark
Omak School District
Box 833
Omak WA 98841
(509) 826-0320

Terri Thurston
Educational Service District 171
Box 1847
Wenatchee WA 98801
(509) 663-8471

Sue Robinson
Federal Way School District
31455 28th Ave. South
Federal Way WA 98003
(206) 941-0100 ext 216

Jill Bishop
Federal Way School District
31455 28th Ave. South
Federal Way WA 98003
(206) 941-0100 ext 451

Bob Cox
Educational Service District 105
33 So. 2nd Ave.
Yakima WA 98902
(509) 575-2885

Karen MeAndrews Luft
Educational Service District 171
P.O. Box 1847
Wenatchee WA 98801
(509) 422-3867

Margaret Condit
Educational Service District 105
507 N. Nanum
Ellensburg WA 98902
(509) 962-6811

Gary Snow
Educational Service District 189
205 Stewart Rd.
Mt. Vernon WA 98273
(206) 424-9573

Betsy Dodge
Educational Service District 171
P.O. Box 1847
Wenatchee WA 98801
(509) 663-8741

Ed Born
Educational Service District 113
601 McPhee Rd. S.W.
Olympia WA 98502
(206) 586-2942

Steve Renig
Snohomish County Mental Health
1316 Wall
Everett WA 98201
(206) 339-9200

Linda Herman
Federal Way School District
31455 28th Ave. South
Federal Way WA 98003
(206) 941-0100 ext 216

Dorene Buckles
Mental Health Division
P.O. Box 9428
Yakima WA 98909
(509) 575-2909

Earl Derry
1008 South 50th
Yakima WA 98988
(509) 966-4144

Serious Behavioral Disabilities Group (continued)

Harold Moller
32 North 3rd St.
Yakima WA 98901
(509) 453-1344

Evelyn Heimdahl
202 Alder
S8 Office
Everett WA 98203
(206) 395-4335

Bob Wheeler
Lather Child Center
P.O. Box 2097
Everett WA 98203
(206) 258-2371

Judy Burnett
202 Alder
Everett WA 98203
(206) 395-4335

Martin Keeling
2610 N.W. Boulevard
Spokane WA 99205
(509) 456-3250

Cliff Christiansen
Educational Service District 101
W. 1025 Indiana Ave.
Spokane WA 99205-4562
(509) 456-7086

Marilyn Kimble
Educational Service District 101
W. 1025 Indiana Ave.
Spokane WA 99205-4562
(509) 456-7086

Brad Bell
N.E. 340 Maple, #3
Pullman WA 99163

Lyla Whitman
305 N. 21st Ave.
Yakima WA 98902

Paula Oppermann
Box 848
Kent WA 98032
(206) 872-2663

Darlene Darnell
S. 301C Tieton
Yakima WA 98908
(509) 965-7100

Nancy Zahn
840 N. Broadway
Everett WA 98206-9986
(206) 339-4776

Jan Sauer
2705 "I" Street N.E.
Auburn WA 98002
(206) 854-0066

Dan Wolfley
South 3921 Sherman
Spokane WA 99203
(509) 456-7086

Elaine White
North 1425 Washington
Spokane WA 99201
(509) 456-2128

Faye Fuchs
Educational Service District 105
33 S. 2nd Ave.
Yakima WA 98902
(509) 575-2885

Jim Blue
Box 193
Riverside WA 98849

Early Childhood Interagency Group

Name	Organization	Telephone
Gail Weaver	Yakima Valley Memorial Hospital 2811 Tieton Drive Yakima WA 98908	(509) 966-5157
Gwen Lewis	Edmonds School District 8500-200th S.W. Edmonds WA 98020	(206) 771-4374
Karen Small	ESD 189 205 Stewart Road Mt. Vernon WA 98273	(206) 424-9573
Pat Brownwood	5301 Tieton Yakima WA 98908	(509) 975-7100
Denese Bohanna	Tacoma-Pierce County Health Dept. 3629 South "D", FC-3194 Tacoma WA 98408	(206) 591-6403
Sylvia Stivers	Bates Vocational-Technical Institute 1101 S. Yakima Tacoma WA 98405	(206) 591-6403
Susan Myers	Everett School District 202 Alder Everett WA 98203	(206) 335-4335
Dorothy Racher Rose Stidham Marti Cates	Tacoma-Pierce County Health Dept. 3629 South "D", FC-3194 Tacoma WA 98408	(206) 591-6403
Diane McCutchen	Arlington School District 600 E. First Street P.O. Box 309 Arlington WA 98223	(206) 435-5525
Kathy Clotfelter	Providence Children's Center Providence Hospital P.O. Box 1067 Everett WA 98206	(206) 258-7311
Heather Hebdon	STOMP 12208 Pacific Hwy S.W. Tacoma WA 98499	(206) 588-1741

GUESTS

Name	Organization	Telephone
Dommie Toulouse, Vocational Rehabilitation Counselor	Div. of Vocational Rehabilitation/DSHS 510 Hutton Building South 9 Washington Spokane WA 99204	(509) 456-5083
Charlie Freeston	CWU Graduate Student	(509) 962-8593
Marcia Hitzman	Interagency Programs Seattle Schools 2366 Eastlake Ave. E. Seattle WA 98102	206) 464-6106
Jane Steiner	WRRC University of Oregon Eugene OR 97405	(503) 686-5641
Judy Olmstead, Research Investigator	Office of Research & Data Analysis/DSHS Mail Stop: OB-34F Olympia WA 98504	(206) 753-2297
Dennis Olson, Assistant Director	CASSP Division of Mental Health/DSHS Mail Stop: OB-42F Olympia WA 98504	(206) 753-3007
Judy Schrag, Assistant Superintendent	Div. of Special Services and Professional Programs/OSPI Old Capitol Building, FG-11 Olympia WA 98504	(206) 586-6394
John George, Special Assistant for Field Services	Div. of Children & Family Services/DSHS Mail Stop: OB-41 Olympia WA 98504	(206) 753-7153
Michael Nixon, Regional Administrator	Div. of Children & Family Services/DSHS P.O. Box M-2500, B39-10 Yakima WA 98909	(509) 454-4202
Sam Granato, Secretary's Regional Representative	Region 3/Dept. of Social & Health Svcs 840 N. Broadway, N31-13 Everett WA 98201	(206) 339-3805
Joyce Hopson, Secretary's Regional Representative	Region 5 Dept. of Social & Health Services 949 Market, Room 181, N27-17 Tacoma WA 98402	(206) 597-3642
Lynne Welton	Division of Juvenile Rehabilitation/DSHS Mail Stop: OB-32 Olympia WA 98504	

GUESTS

(continued)

Name	Organization	Telephone
Cheryl Chow, Assistant Superintendent	Div. of Instructional Programs and Services/OSPI Old Capitol Building, FG-11 Olympia WA 98504	(206) 753-6701
Audrey Fetters, Assistant Secretary	Children, Youth and Family Services/DSHS Mail Stop: OB-44B Olympia WA 98504	(206) 586-4031
Thelma Struck, Assistant Secretary	Health and Rehabilitative Services/DSHS Mail Stop: OB-44M Olympia WA 98504	(206) 753-3327
Wayne Johnson, Coordinator	Office of the Superintendent of of Public Instruction Special Education Old Capitol Building, FG-11 Olympia WA 98504	(206) 753-2563
Elaine White, Area Manager	Div. of Children & Family Services/DSHS TAF-C37, B32-21, Spokane WA 99220	
Nancy Zahn, Regional Administrator	Div. of Children & Family Services/DSHS Region 3 840 N. Broadway, Bldg A - N31-9 Everett WA 98201-9986	(206) 339-4780
Anita Gras Bryant, Psychologist	Edmonds School District 8500-200th S.W. Edmonds WA 98020	(206) 670-7207
Orval Taylor, Transition Coordinator	Div. of Vocational Rehabilitation/DSHS Mail Stop: OB-21C Olympia WA 98504	(206) 586-4036

APPENDIX B

Consultant Information

About the facilitators:

JERRY ELDER has worked full-time since 1981 as an independent management and planning consultant and part-time three years prior to that with human service programs throughout the United States. His primary interest and focus has been on interagency collaboration of programs serving the handicapped. He has worked with 27 states at both the community and state level. For the early childhood population, his responsibilities have ranged from facilitating interagency coordination in rural communities in Ohio, West Virginia, and Minnesota and in metropolitan cities such as Dallas, Houston, San Diego and Cincinnati. In Michigan, he worked with agencies to facilitate the coordination of programs for the seriously emotionally disturbed and in Kentucky he worked to coordinate the transition of youth from school into employment. He has also developed handbooks to assist communities in planning and implementing early childhood intervention programs.

DR. J. STEVEN OTT manages the University of Colorado (Denver) Graduate School of Public Affairs' (GSPA) Executive Master of Public Administration Option, including program design, recruitment and advising. He also recruits and advises master and doctoral degree students in GSPA's non-profit organization management options. He coordinated preparation and submission of GSPA's self-study report for accreditation by the National Association of Schools of Public Administration and Affairs (NASPAA) and helped prepare the school for NASPAA's on-site review. Dr. Ott also designed and assisted in the development of an academic, logistical planning database. He regularly instructs courses for master and doctoral level students.

In addition to his corporate executive responsibilities as Executive Vice President of Applied Management Corporation of Denver, Colorado, Dr. Ott has led numerous management consulting teams working with public, non-profit, and private institutions in the areas of planning, organization and reorganization, management improvement, staff and board development, program management, management systems development, problem solving, conflict management, and program evaluation. His consulting seldom ends with an analytical report. Typically, he works with management in implementing action programs.

He has conducted successful management conferences and seminars in program management, organization theory, supervisory effectiveness, program planning, results management, team building, conflict management, program evaluation, roles and functions of boards of directors, institutional change processes, and constructive uses of power.

Dr. Ott also developed markets and has responsibility for the National CPA Network, and a consulting support and information sharing network for independent Certified Public Accountant firms.

Dr. Ott has led the following consulting engagements during the last decade: California Department of Education - Help the Special Education Division coordinate numerous state and local agencies' efforts to develop strategies for the provision of services to infants and preschool children with handicaps; Colorado Department of Social Services - Assist the Aging and Adult Services Division rectify inter-organizational, procedural, and data processing problems in administering Medicare payments to service providers; and Federal Department of Health and Human Services, Denver (Colo.) Regional Office - Evaluation consultant to the U. S. Public Health Service, Emergency Medical Services Branch.

Presenters/Facilitators

Grace Edgar - Many of you know the work Grace has done in our state in transition and student follow-up. We will spend part of this session sharing state of the art processes for transition planning and secondary programming; the rest of the session he will allow teams to ask questions and request critiques of their efforts, and facilitate further planning activities.

Doug Gill - Doug is director of the Pierce County Cooperative. His program has been selected as one of 12 exemplary programs in the nation with a focus on vocational education/special education preparation for students with mild disabilities. He will share a session with Mark Hull.

Mark Hull - Mark has been actively engaged in special education and vocational education for 26 years. He established one of the nations first federally funded voc/special needs training programs at the University of Vermont and for the past nine years has been Chief of Special Education, Department of Education in Vermont.

Jane Stetson - Jane works at the Western Regional Resource Center in the area of Secondary Programs and Transition. She has been a facilitator in numerous transition workshops and a consultant to states trying to improve transitional services.

Orval Taylor - Orval is the current chair of the Interagency Transition State Plan Committee - a joint venture between OSPI, Division of Vocational Rehabilitation (DVR), Division of Developmental Disabilities (DDD), and the Developmental Disabilities Planning Council (DDPC). Orval initiated several transition projects with local districts and is the state DVR coordinator for school to work transition.

Carla Jackson - Carla is Transition Coordinator at OSPI. She is currently funded by two federal transition grants: Employment Training and Transition Project (ET & T), and the Post Secondary Transition Project (Project Coordinator - Dennis Busse). She helped plan this conference. She is tired.

APPENDIX C

Agenda and Conference Worksheets

PARTNERSHIPS FOR THE FUTURE II

CWU/Ellensburg Conference Center
April 27-28, 1987

Day I — **Focus on Individual Tasks**

9:00 Registration/Packet Pickup

10:00 Introductions/Purpose

10:15 Guest Speaker: Steven Ott, Ph.D., Private Consultant
Denver, Colorado
"Interagency Coordination: It's a Fine Art"
THEATER ROOM

11:30 Lunch Break (on your own)

1:00 Individual Group Breakouts

- Transition - Yakima Room
- Interagency/Early Childhood - Theater Room
- Serious Behavioral Disabilities - Rooms 204 and 205
- Low Incidence - Room 208

4:00 Break/Dinner (on your own)

7:00 to 9:00 Evening Options by Individual Groups

- Transition - Yakima Room
- Interagency/Early Childhood
- Serious Behavioral Disabilities
- Low Incidence

If another room is needed (7:00-9:00 p.m.), the Theater Room is available.

DAY II

8:15 - 8:30	Welcome, Introductions Agenda for the day
8:30 - 9:15 THEATER ROOM	"The Joint Staff Committee: Its Purpose and Experiences to Date... Expectations for Future Interagency Collaboration" * Audrey Fetters, Assistant Secretary, Children, Youth, and Family Services * Cheryl Chow, Assistant Superintendent, Office of the Superintendent of Public Instruction. Co-chairs OSPI-DSHS Joint Staff Committee
9:15 - 10:15 REFER TO DAY I (same rooms)	Individual Group Breakouts.* Groups will share project outcomes to date focusing their discussions around three key questions (attached) Guests may meet during this time for an informal discussion with consultants Jerry Elder and Steven Ott * Select group representative to report to large group at beginning
10:15 - 10:30	Break (optional by group)
10:30 - 12:15 THEATER ROOM	Full Group Cross-Sharing. Each group's representative has 20-25 minutes to tell other participants and decision makers about the highlights (contents) of their interagency work based upon the key questions discussed earlier.
12:15 - 1:30	Lunch (on your own)
1:30 - 2:15 THEATER ROOM	"Perceptions of Interagency Activities in Washington State: How Are We Doing?" Jerry Elder, Private Consultant, Austin, Texas
2:15 - 3:15 THEATER ROOM	"Observations of Interagency Coordination: What Makes It Work For Us." Presentation to guest decision makers by individual group representatives about the process of interagency collaboration. Moderated by Jerry Elder and Steven Ott Presentation will focus on Ways Systems Need To Respond To Keep Interagency Alive. Recommendations will address local, regional, and state levels of service systems.
3:15 - 3:30	Questions and Closing Comments

A proceedings paper will be developed from the results of Day II discussions/recommendations to assist participants, guests, and other key decision makers in future planning efforts.

Group: _____
Reporter: _____
Facilitator: _____

INDIVIDUAL GROUP SHARING: QUESTIONS FOR DISCUSSION

Content: (To be reported 10:30 -12:15)

1. What is the PRIMARY FOCUS of your interagency group? _____

_____

_____

What are the ROLES of the KEY PLAYERS? _____

_____

_____

What KIDS BENEFIT from this interagency effort? _____

_____

_____

What GEOGRAPHIC AREA does your group cover? _____

_____

_____

2. What major SYSTEMS CHANGES and/or OUTCOMES has your group experienced? _____

_____

_____

_____

_____

_____

Have you developed any MATERIALS/PRODUCTS? What? _____

_____

_____

_____

3. What were the key ACTIVITIES leading to #2.? _____

_____

_____

_____

_____

Process: (To be reported 2:15 - 3:15)

How do the systems need to respond to keep interagency collaboration alive?

State: _____

_____

_____

_____

Regional: _____

_____

_____

_____

Local: _____

_____

_____

_____

Other considerations: _____

_____

_____

_____

* Specify which "systems" you are discussing (i.e., education, children's services, health, juvenile justice, developmental disabilities, government, vocational rehabilitation, etc.).

APPENDIX D

Interagency Agreement Between DSHS and OSPI

Connections Article
Volume I, Number 1

December 2, 1986

The Honorable Booth Gardner
Governor
Members of the
Washington State Legislature
Citizens of Washington State

This letter will transmit to you an agreement between the Superintendent of Public Instruction and the Secretary of the Department of Social and Health Services. We have entered into this agreement in recognition of the growing problems of interdependence between our schools and social service providers in our state, and of the potential that the formal collaboration of our agencies has to lessen these problems.

We view this agreement as merely the beginning of a lengthy and productive association and hope that this process eventually will be translated into collaboration on the local level where services to individuals actually are delivered.

Frank B. Brouillet
State Superintendent
of Public Instruction

Jule M. Sugarman
Secretary, Department of
Social and Health Services

Joint Agreement by

Dr. Frank B. Brouillet,
State Superintendent of Public Instruction

and

Jule M. Sugarman, Secretary
Department of Social and Health Services

December 2, 1986

The future of the state of Washington is directly related to the manner in which we nurture and develop our children. The prime responsibility for these activities rests with the parents of the children; however, the state provides major resources through its educational, health and social service programs.

Experience has taught us that those systems need to be related to one another. A hungry or ill child learns poorly. A familiy receiving public assistance may need extra educational assistance if its children are to escape from poverty. The continuum of services required by the mentally ill, the developmentally disabled, the handicapped and other special groups requires the closest of relationships among the public systems. Equally important, the state public systems must work closely with local public and private schools, city and county governments and those voluntary, community and business organizations which also serve children and families.

The Superintendent of Public Instruction and the Secretary of Social and Health Services hereby pledge to develop and support joint initiatives which have the promise of providing more effective, efficient services to reach a broader range of families and children. In support of this pledge, we have taken the following actions:

1. A Joint Staff Group is being formed. Its co-chairs will be Audrey Fetters, Assistant Secretary for Children, Youth and Families from the Department of Social and Health Services and Cheryl Chow, Assistant Superintendent, Division of Instructional Programs and Services, from the Office of Superintendent of Public Instruction.

2. The Joint Staff Group will, as a first step, prepare a comprehensive, fiscally responsible plan for improving child care services in the state. The Group will focus on issues such as preschool and after-school daycare, information and assistance systems, and the involvement of parents and the business community.

3. The Joint Staff Group will also review the state's drug, alcohol and other health programs to see how they might be enhanced.

4. The Joint Staff Group will also facilitate the review of shared children who are at risk and/or developmentally disabled relative to their special need for health care, case management, information exchange and their need for optional educational programs.

5. Through the Joint Staff Group, the agencies will invite a limited number of local school boards and county and city governments to participate in the development of models for joint state- and local planning, and the delivery of children and family services, especially child welfare services.

The Joint Staff Group will prepare a report to the Superintendent and Secretary on current and proposed activities by June 30, 1987.

DSHS and Schools

Partnership improves services to kids

We share similar goals. We help the same people. Maybe we should work together?

DSHS staff have been coordinating specific projects with the state school agency, the Office of the Superintendent of Public Instruction, for several years. Thanks to an agreement signed last December, that philosophy has been formally supported by agency heads. Secretary Jule Sugarman and Dr. Frank Brouillet, Superintendent of Public Instruction, have pledged to develop and support joint initiatives which promise to provide more effective, efficient services to families and children.

Several pilot projects underway in Region 1 are good examples of this philosophy of teamwork. The department's work with the schools in early intervention and prevention of juvenile delinquency, substance abuse and drop-outs has had measurable success.

Juvenile Delinquency

"Operation Aware" is a curriculum that the Spokane School District, in conjunction with the DSHS Region 1 Division of Juvenile Rehabilitation (DJR), has presented to their 4th, 5th and 6th graders since the fall of 1984. Each grade level has a different focus.

Fourth graders explore "Friendships": how to make friends and be one; the trust, acceptance, and feelings that are components of friendship; and how to recognize the difference between a true friend and a manipulator. The fifth graders learn to "Be Yourself." When faced with difficult decisions, they discover how to make choices that do not hurt themselves or others. In sixth grade, the diverse and complex elements of "Peer Pressure" are discussed, including drugs, put-downs, stealing and self-respect.

The entire curriculum is highly interactive. It involves role-playing, guest speakers and field trips.

At Adams Elementary School in Spokane, Jana Faltenieryer encourages fifth graders to talk about peer pressure

Teachers noticed important outcomes of this curriculum. After participating in "Operation Aware," kids and teachers spoke a common language. Curriculum terminology became part of everyone's vocabulary, which improved communication and resolution when trouble brewed or behavior worsened.

DJR plans to measure the success of this program. Starting next fall, after the first set of kids has been through all three programs and has started junior high, arrest rates will be monitored until they are 16. These rates will be compared with a control group in a neighboring district where there has been no "Operation Aware."

In "Partnerships in Education," schools are given the flexibility to design their own programs to reach specific goals. DJR has funded the best eight early intervention proposals, all in Chapter 1 (lower-income population) schools. This program combines home contact, parent training and individual attention to try to bond "at-risk" kids to school. Surveys of those participating consistently show nearly unanimous endorsement by principals, teachers and students, as well as requests to expand the project's scope. Results include a 29% reduction in serious discipline referrals, absenteeism is down by 16%, and tardiness has been reduced by 30%.

Substance Abuse

The problem of drug and alcohol abuse by teenagers has received widespread attention. In a joint effort among Region 1 DJR, Central Valley School District, and the non-profit organization Youth Help Association, an intervention program called "Alternative to Suspensions" is addressing this issue.

Historically, the use of alcohol or drugs in school has resulted in suspension or expulsion of the student from school. But research has shown that positive school experiences are the key to preventing or modifying delinquent behavior. Expulsion may actually intensify the problem.

In "Alternative to Suspensions," a full-time drug and alcohol counselor is assigned to the junior and senior high schools of the district. This program has become so popular that 50% of the kids who go to the counselor are self-referrals. The counselor sees kids who are

victims of abuse or who show suicidal tendencies, problems which are often at the root of substance abuse. Kids get individual attention from the counselor, and may also be referred to community programs if the problem is severe.

Drop-outs

Washington has one of the highest drop-out rates in the nation. Working to reduce that, joint funding from DJR, Educational Service Districts (ESD) #101 and #171, and local schools has created three staff positions (two in Spokane, one in Wenatchee) to act as a bridge between a failing student or drop-out and the school. The three staff people of "Interface" take referrals from schools or juvenile courts, and work individually with these kids to help them get settled in school. If necessary, "Interface" staff will re-enroll the students in school. They also identify advocates (teachers, counselors, other students) who can help the kids adjust, and encourage participation in extra-curricular activities.

The "Interface" staff also work with school counselors. They teach school survival skills to "at-risk" students, including specific strategies for coping with the pressures and demands of adolescence. They also offer consulting and in-service training for teachers.

Other Coordinative Efforts

Child Protective Services (CPS) of Region 1 is also working with the schools. In a pilot project, caseworkers are assigned to specific schools, allowing teachers and CPS workers to establish working relationships and develop a team approach in dealing with child abuse cases.

Collaboration Teams in Region 1 counties regularly get together to discuss the services provided to children and families. Members of the teams, including DSHS staff, ESD staff, teachers, principals and others, work together to identify and fill service gaps.

The Vision

DSHS, the school system and taxpayers all benefit from coordinated efforts. "My vision is a total partnership with educators," said Marty Keeling, DJR Region 1 Administrator. "That would be the most efficient use of our time, talent and money."

But more importantly, the kids gain. They learn how to cope with the pressures they face, improving their chance to have a successful and rewarding life.

The limiting factors are not willingness or interest, but time and money. "Many DSHS staff have been squeezing these coordinative projects into their regular workload," Keeling said. Educators have the required subjects to teach, with little time left over for special curricula. But many dedicated individuals are *making* the time to work together. Roy Harrington, Region 1 Administrator, explained, "a little information, understanding and good faith go a long way."

Other projects that DSHS and schools coordinate include, but are not limited to, the following:

Adult Refugee Project
Bureau of Refugee Affairs

Birth to Six State Planning Project
Division of Children and Family Services

Preventing Child Sexual Victimization - A School Based Statewide Prevention Model
Division of Children and Family Services

Primary Intervention Project
Mental Health Division

Statewide Conference on Childhood Deafness
Deaf Services

Transition from School to Work for Disabled Youth
Division of Developmental Disabilities and Division of Vocational Rehabilitation

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APPENDIX E

Eligibility Criteria
For Handicapped Students

371, filed 2/21/86, 86-11-056 (Order 86-31), § 392-171-371, filed 9/18/80. Formerly WAC 392-171-635. Statutory Authority: RCW 28A.13.010 and 28A.13.070(7). 79-11-076 (Order 11-79), § 392-171-635, filed 10/31/79.]

WAC 392-171-376 School district decision. The school district superintendent or his/her designee shall, based on the preceding procedures (WAC 392-171-381 through 392-171-386), arrive at one of the following decisions:

(1) The student does not have a handicapping condition(s); or

(2) The student does have a handicapping condition(s) and is in need of special education and related services.

The school district superintendent or his or her designee shall duly record in writing the decision as to the handicapping condition(s) of a student brought to the school's attention. Whatever decision is made, the information from the procedures for making the determination shall be filed in school district records. Within ten calendar days of the decision that the student does not have a handicapping condition, the parents or legal guardian of the student shall be informed in writing of the assessment findings in compliance with notice requirements of WAC 392-171-521. If the decision is that the student has a handicapping condition(s), the school district shall request the parent(s) to participate in the IEP conference (individualized education program) pursuant to WAC 392-171-456. Upon the request of the parent (or the adult student) the school district shall provide the parent (or the adult student) a copy of the summary analysis prior to the IEP meeting: *Provided*, That the parent (or the adult student) may request a meeting with the school district to explain the summary analysis. [Statutory Authority: RCW 28A.13.070(7). 86-11-056 (Order 86-31), § 392-171-376, filed 5/19/86.]

ELIGIBILITY CRITERIA FOR HANDICAPPED STUDENTS

WAC 392-171-381 Definition and eligibility criteria for developmentally handicapped. Definition and eligibility criteria for developmentally handicapped are as follows:

(1) As used in this chapter, the term "developmentally handicapped" shall mean children under the age of eligibility to the first grade who meet the definition and eligibility criteria for one of the following:

(a) WAC 392-171-382, Developmentally delayed;

(b) WAC 392-171-386, Orthopedically impaired;

(c) WAC 392-171-401, Health impaired;

(d) WAC 392-171-436, Deaf;

(e) WAC 392-171-441, Hard of hearing;

(f) WAC 392-171-446, Visually handicapped; and

(g) WAC 392-171-451, Deaf-blind.

(2) The term "developmentally handicapped" does not include children under the age of eligibility for entry to the first grade who qualify solely for communications disorder services under WAC 392-171-391. [Statutory Authority: RCW 28A.13.070(7). 88-18-036 (Order 88-19), § 392-171-381, filed 8/26/88. 86-11-056 (Order 86-31), § 392-171-381, filed 5/19/86.]

WAC 392-171-382 Definition and eligibility criteria for developmentally delayed. Definition and eligibility criteria for developmentally delayed are as follows:

(1) Developmentally delayed, birth to three years. As used in this chapter, the term "developmentally delayed, birth to three years" shall mean those children under three years of age who demonstrate a 1.5 standard deviation or twenty five percent delay in the developmental delay area of cognitive (WAC 392-171-383(1)), communication (WAC 392-171-383(2)), fine motor (WAC 392-171-383(3)), gross motor (WAC 392-171-383(4)), or motor which for the purpose of this section shall be a combined delay area of fine motor (WAC 392-171-383(3)) and gross motor (WAC 392-171-383(4)). Such children in order to continue to be eligible for special education and related services after reaching three years of age shall meet the entry eligibility criteria for developmentally delayed, three to six years or one of the other eligibility criteria specified in WAC 392-171-381.

(2) Developmentally delayed, three to six years. As used in this chapter, the term "developmentally delayed, three to six years" shall mean those children between three years and the age of eligibility for entry to the first grade who receive a score on a standardized norm referenced test, with a test retest or split half reliability of .80 that is at least:

(a) Two standard deviations below the mean in one or more of the five developmental delay areas defined in WAC 392-171-383; or

(b) One and one half standard deviations below the mean in two or more of the five developmental delay areas defined in WAC 392-171-383. [Statutory Authority: RCW 28A.13.070(7). 88-18-036 (Order 88-19), § 392-171-382, filed 8/26/88.]

WAC 392-171-383 Areas of developmental delay—Definitions. The five developmental delay areas for the purpose of applying eligibility criteria to developmentally delayed children are:

(1) Cognitive: Comprehending, remembering, and making sense out of one's experience. Cognitive ability is the ability to think and is often thought of in terms of intelligence.

(2) Communication: The ability to effectively use or understand age-appropriate language, including vocabulary, grammar, and speech sounds.

(3) Fine motor: Motor skills requiring precise, coordinated use of the small muscles.

(4) Gross motor: Motor skills used for body control such as standing, walking, balance and climbing; and

(5) Social/emotional: The ability to develop and maintain functional interpersonal relationships and to exhibit age appropriate social and emotional behaviors. [Statutory Authority: RCW 28A.13.070(7). 88-18-036 (Order 88-19), § 392-171-383, filed 8/26/88.]

WAC 392-172-384 Distinction between developmentally handicapped and communication disorder—Assessment of developmentally delayed upon entry to first grade. (1) Except for children who qualify solely for communications disorder services under WAC 392-171-391, children under the age of eligibility for entry to first grade, in order to be eligible for special education and related services, shall meet the eligibility criteria for one of the handicapping conditions specified in WAC 392-171-381.

(2) Children under the age of eligibility to first grade, who qualify for special education as developmentally delayed under WAC 392-171-382 shall not qualify for special education and related services upon entry to first grade until a reassessment is conducted and a determination is made that the student qualifies under the provisions of one of the other handicapping conditions in this chapter. [Statutory Authority: RCW 28A.155.070(7). 84-18-030 (Order 84-19), § 392-171-384, filed 8/28/84.]

WAC 392-172-385 Definition and eligibility criteria for seriously behaviorally disabled. (1) Seriously behaviorally disabled students are those who exhibit one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects their own educational performance:

(a) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(c) Inappropriate types of behavior or feelings under normal circumstances;

(d) A general pervasive mood of unhappiness or depression; or

(e) A tendency to develop physical symptoms or fears associated with personal or school problems.

(2) The term includes students who are schizophrenic. The term does not include students who are socially maladjusted, unless it is determined that they are also seriously behaviorally disabled. Students whose primary disability is identified in another handicapping category do not qualify as seriously behaviorally disabled.

(3) All students considered for initial placement in special education as seriously behaviorally disabled shall be assessed by a multidisciplinary team including at least one school psychologist or school social worker and determined as eligible for special education and related services according to the following:

(a) A current school district evaluation which concludes that the student has a serious behavioral disability and which considers and describes the student's social and emotional behavior and provides any implications for educational planning.

(b) For the purposes of establishing that the student has a behavioral disability, the evaluation shall describe behaviors which distinguish between common disciplinary problem behaviors and serious behavioral disabilities. Common disciplinary problem behaviors (e.g., truancy, smoking, breaking school conduct rules) may exist in conjunction with serious behavioral disabilities, but cannot be used as the sole criteria for recommending special education and related services.

The evaluation shall include:

(i) Dated and signed documented anecdotal records of behavioral observations made by two or more persons at separate times and places, each of which cite and corroborate specific behaviors which, in the aggregate, provide foundation for probable concern for serious behavioral disability. Multiple settings are required (e.g., in addition to the classroom setting consider playground, cafeteria, school bus, hallways, etc.); and

(ii) Dated and signed documented evidence of at least two intervention techniques that have been tried and the effect of each. These interventions may include, but are not limited to, changes in student's regular class schedule, curriculum, and/or teacher, school counseling, community agency therapy, or counseling; and

(iii) A social or developmental history compiled directly from the parent(s) and/or records, when parents are not available.

(c) Current assessment of level of academic or cognitive achievement as measured by standardized tests appropriate to age level and administered individually.

(d) A current vision and hearing screening report.

(e) In the event that the required academic assessment and vision and hearing screening are completed and there are documented and dated anecdotal records of behavioral observations showing that the student's disability is evident in the school environment, the following evaluation reports may be substituted for the school district's evaluation:

(i) A current psychiatric evaluation which considers and describes the student's social and emotional behaviors, which concludes and describes a serious behavioral disability and where implications for educational planning are provided. The multidisciplinary team shall consider these implications in planning and implementing the student's educational program; or

(ii) A current psychological evaluation by a nonpublic school mental health professional who holds a graduate degree in a recognized mental health specialty that considers and describes the student's social and emotional behaviors, which concludes that the student has a serious behavioral disability, the consequences of which entail the necessity for active, on-going therapy and/or counseling, and where implications for educational planning are provided. The multidisciplinary team shall consider these implications in planning and implementing the student's educational program. [Statutory Authority: RCW 28A.155.070(7). 84-18-030 (Order 84-19), § 392-171-385, filed 8/28/84. 83-08-029 (Order 83-1), § 392-171-385, filed 3/31/83. 80-11-030 (Order 80-31), § 392-171-385, filed 8/18/80.]

WAC 392-172-391 Definition and eligibility criteria for communication disordered. A student shall be considered to have a communication disorder if there is present a documented communication disorder such as stuttering, voice disorder, language impairment, and/or impaired articulation which adversely affects a student's educational performance. The assessment procedures

and eligibility standards outlined in this section apply to those students whose only handicapping condition is a communication disorder.

All students considered for initial placement in special education as communication disordered shall be assessed and determined eligible for special education and related services according to the following:

(1) A current hearing screening report;

(2) A current description of the level of educational or cognitive development as provided by the classroom teacher, or where available, by standardized tests in those areas affected by the speech and/or communication problem(s) including discussion of the existing or potential impact of the problem(s) on educational performance; and

(3) A current assessment of the level of speech and/or language development as measured by standardized tests or professionally recognized procedures, scales, or checklists appropriate to the student's age level and mode of communication, individually administered, and which consider the student's sex, dialect norms, social-cultural environment, and behaviors: *Provided*, That for children under the age of eligibility for entry to the first grade the assessment shall include development acquisition of speech and language. Such measures shall result in one or more of the following findings that the student:

(a) Achieves a rating of moderate or severe on a standardized articulation test that yields a severity rating and/or unintelligible in comparison to developmental norms five or more unrelated phonemes each in two or more positions (initial, medial, or final) for children under the age of eligibility for entry to the first grade, three or more unrelated phonemes for students age six through age seven, or one or more for students over age seven, with consideration given to the student's speech intelligibility, physical ability, and/or therapy history.

(b) Has a delay in receptive and/or expressive language such that functioning is one year or more below chronological age for students up through age eight or functioning is two thirds of chronological age or below for students over age eight.

(c) Has stereotypic or dysfluencies in more than one speaking situation such as repetitions, prolongations, blockage in flow of speech, struggle, or avoidance behaviors which interfere with communication or are inconsistent with age or development.

(d) Has a deviation in voice quality, pitch, or loudness characterized by abusive vocal habits, or interference with communication, or is inconsistent with age or development, or demonstrates chronic hoarseness of duration of three weeks or more.

Whenever appropriate, referral for medical and/or psychological and/or other evaluations shall be made and the results considered in the assessment of the student's suspected handicapping condition. [Statutory Authority: RCW 28A.13.070(7). 88-18-038 (Order 88-08), § 392-171-395, filed 8/26/88; 80-11-054 (Order 80-31), § 392-171-395, filed 9/19/80.]

WAC 392-171-396 Definition and eligibility criteria for orthopedically impaired. Orthopedically impaired students are those who lack normal function of muscles, joints or bones due to congenital anomaly, disease or permanent injury, and such condition adversely affects their educational performance.

All students considered for initial placement in special education as orthopedically impaired shall be assessed and determined eligible for special education and related services according to the following:

(1) A current medical evaluation by a qualified medical practitioner which describes and confirms the student's health circumstances and which provides any medical implications for educational planning;

(2) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually;

(3) A current evaluation which considers and describes the student's social and emotional behaviors and which provides any implications for educational planning, including an evaluation of adaptive behavior as measured by standardized instrument(s) or professionally recognized scales where there are no known standardized measures, which addresses the student's self-help and interpersonal communication skills in relation to chronological age/grade peers;

(4) A current physical therapy and/or occupational therapy evaluation which considers and describes implications for therapy as a part of educational planning; and

(5) A current vision and hearing screening report. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-396, filed 9/19/80.]

WAC 392-171-401 Definition and eligibility criteria for health impaired. Health impaired students are those who have chronic or acute health problems—such as students with serious congenital heart defect, other congenital syndrome(s), other disorders of the cardiorespiratory systems, disorders of the central nervous system including epilepsy or neurological impairment, autism or other profound health circumstances or degenerative condition(s)—which adversely affect or with a high degree of professional certainty will affect their educational performance.

All students considered for initial placement in special education as health impaired shall be assessed and determined eligible for special education and related services according to the following:

(1) A current medical evaluation by a qualified medical practitioner which describes and confirms the student's health circumstances and which provides any medical implications for educational planning;

(2) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually;

(3) A current evaluation which considers and describes the student's social and emotional behaviors and which provides any implications for educational planning which may include an evaluation of adaptive behaviors as measured by standardized instrument(s) or professionally recognized scales addressing the student's self-

help and interpersonal communication skills in relation to chronological age/grade peers; and

(4) A current vision and hearing screening report. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-401, filed 6/28/84; 83-08-029 (Order 83-1), § 392-171-401, filed 3/30/83; 80-11-054 (Order 80-31), § 392-171-401, filed 8/19/80.]

WAC 392-171-406 Specific learning disability--Definition. Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. Such disorder may include problems in visual and auditory perception and integration and may manifest itself in an impaired ability to think, speak or communicate clearly, read with comprehension, write legibly and with meaning, and to accurately perform mathematical calculations, including those involving reading. Spelling shall not stand alone as a qualifying academic achievement area. The presence of a specific learning disability is indicated by intellectual functioning above that specified in this chapter for eligibility as mentally retarded and by a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the following areas:

(1) Oral expression;

(2) Listening comprehension;

(3) Written expression;

(4) Basic reading skill;

(5) Reading comprehension;

(6) Mathematics calculations; and

(7) Mathematics reasoning.

Provided, That such a performance deficit cannot be explained by visual or hearing problems, minor handicaps, mental retardation, behavioral disability, or environmental, cultural, or economic factors.

A specific learning disability includes conditions described as perceptual handicap, minimal brain dysfunction, dyslexia, and developmental aphasia: *Provided*, That the student meets the eligibility criteria set forth in WAC 392-171-411, including documentation of severe discrepancy as required by WAC 392-171-413 and 392-171-418. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-406, filed 6/28/84; 80-11-054 (Order 80-31), § 392-171-406, filed 8/19/80. Formerly WAC 392-171-350.]

WAC 392-171-411 Specific learning disability--Assessment procedures and eligibility criteria. Assessment procedures and eligibility standards: All students considered for initial placement in special education as specific learning disabled shall be assessed and determined eligible for special education and related services according to the following:

(1) A current assessment of sufficient scope to rule out eligibility for any other handicapping condition and to rule out environmental, cultural, or economic factors as an explanation for the specific academic problem;

(2) A current vision and hearing screening report shall be obtained and shall be of sufficient scope to rule out vision or hearing acuity as an explanation for the specific academic problem;

(3) A written record of observation of the student's learning behaviors in the regular education program and the relationships of these behaviors to the specific academic problem shall be completed by a member of the assessment team other than the student's regular education teacher; and

(4) Written documentation that the student has an academic achievement problem in the regular education program shall be available. Such documentation shall include, if applicable, previous intervention attempts and the results obtained. Examples of data used for documentation may include:

(a) Student performance on daily classroom work and/or criterion-referenced tests;

(b) Summary of past student performance;

(c) Group test results;

(d) Teacher observation and judgments; and

(e) Performance on student learning objectives.

(5) Documentation of the existence of a severe discrepancy between the student's intellectual ability and academic achievement in one or more of the seven areas specified in WAC 392-171-406 shall be recorded. Such documentation shall conform to the requirements of WAC 392-171-413 or 392-171-418, whichever is applicable.

(6) Tests used to assess the student's intellectual ability and academic achievement shall be:

(a) Current;

(b) Reliable as demonstrated by a reliability coefficient of .85 or above;

(c) Normed on representative national samples;

(d) Selected and administered in accordance with the general requirements of WAC 392-171-351; and

(e) Individually administered and interpreted by a qualified person (defined in WAC 392-171-351) in accordance with the standardized procedures described in the test manuals. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-411, filed 6/28/84; 80-11-054 (Order 80-31), § 392-171-411, filed 8/19/80. Formerly WAC 392-171-355.]

WAC 392-171-412 Discrepancy tables for determining severe discrepancy under WAC 392-171-413. The superintendent of public instruction shall develop and publish discrepancy tables for the purpose of determining a severe discrepancy between intellectual ability and academic achievement pursuant to WAC 392-171-413. Such tables shall be developed on the basis of a regressed standard score discrepancy method which shall consider the following variables:

(1) The reliability coefficient of the intellectual ability test;

(2) The reliability coefficient of the academic achievement test; and

(3) An appropriate correlation between the intellectual ability and the academic achievement tests.

The regressed standard score discrepancy method shall be applied at a criterion level of 1.55. [Statutory

even with correction, adversely affects the student's educational performance. The term includes both partially sighted and blind students.

All students considered for initial placement in special education as visually handicapped shall be assessed and determined eligible for special education and related services according to the following:

(1) A current evaluation by a qualified vision specialist or physician which describes and confirms that the student:

(a) Has visual acuity of 20/70 or less in the better eye with correction; or

(b) Has a field of vision which at its widest diameter subtends an angle of no greater than twenty degrees in the better eye with correction.

(2) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually.

(3) A current evaluation which considers and describes the student's social and emotional behaviors and which provides any implications for educational planning. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-446, filed 8/19/80.]

WAC 392-171-451 Definition and eligibility criteria for deaf-blind. Deaf-blind students are those whose hearing and vision impairments, in combination, cause such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

All students considered for initial placement in special education as deaf-blind shall be assessed and determined eligible for special education and related services according to the following:

(1) A current evaluation by a qualified audiologist and vision specialist or physician which describes and confirms that the vision and hearing impairments, in combination, cause such severe communication and other developmental and educational problems that the students cannot be accommodated in special education programs solely for deaf or blind students.

(2) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually.

(3) A current evaluation which considers and describes the student's social and emotional behaviors and which provides any implications for educational planning; and

(4) A current assessment of language development as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-451, filed 8/19/80.]

INDIVIDUALIZED EDUCATION PROGRAMS

WAC 392-171-456 Meetings. (1) A meeting shall be held within thirty calendar days after the date upon which a student's assessment is completed for the purpose of developing the student's individualized education program. The school district shall initiate and conduct the meeting and shall include the following participants:

(a) A representative of the school district other than the student's teacher who is qualified to provide or supervise the provision of special education and related services;

(b) The student's regular classroom teacher or special education teacher or therapist: *Provided*, That either the representative of the school district or the teacher or therapist is qualified in the area of the student's suspected disability;

(c) One or both of the parents (in the case of a nonadult student), subject to subsections (2) through (5) of this section;

(d) The student if he or she is an adult student (and in the case of nonadult students, the student, if appropriate);

(e) A member of the student's assessment team; and

(f) Other individuals at the discretion of the district or the parent or the adult student.

(2) Each school district shall take steps to assure (in the case of nonadult students) that one or both parents of the handicapped student are present at each meeting or are afforded the opportunity to participate, including:

(a) Notifying the parent(s) of the meeting early enough to assure his or her participation; and

(b) Scheduling the meeting at a mutually agreed upon place and time.

(3) The notice to the parent(s) shall include the purpose, time, location of the meeting and who will be in attendance.

(4) If a parent cannot attend, the district shall use other methods to assure participation, including individual or conference telephone calls.

(5) A meeting may be conducted (in the case of a nonadult student) without a parent in attendance if the school district is unable to convince the parents they should attend. In such a case the school district shall make a record of its attempts to arrange a mutually agreed upon time and place. The record shall contain such information as:

(a) Detailed records of telephone calls made or attempted and the results of those calls;

(b) Copies of correspondence sent to the parents and any responses received; and

(c) Detailed records of visits made to the parent's home or place of employment and the results of those visits.

(6) The school district shall take whatever action is necessary to assure that the parent (or adult student) understands the proceedings at a meeting, including arranging for an interpreter for parents (or adult students) who are deaf or whose native language is other than English.

. (7) The district shall document the parent(s)' and other IEP participants' presence at the IEP meeting.

(8) Meetings consistent with this section shall be conducted by the school district at least once a year for the purpose of reviewing and revising as necessary each student's individualized education program. Meetings may be held more frequently.

(9) In the case of students admitted to state residential schools, an assessment and individualized education program must be completed as provided in this chapter within fifty school days of enrollment. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-456, filed 8/19/80. Formerly WAC 392-171-440. Statutory Authority: RCW 28A.13.010 and 28A.13.070(7). 78-11-074 (Order 11-78), § 392-171-440, filed 10/31/78.]

WAC 392-171-461 Individualized education program. (1) Each handicapped student's individualized education program shall be developed on the basis of assessment analysis and parent input, where it is provided, and shall include:

(a) For each orthopedically impaired and health impaired student under the age of eligibility to first grade, current medical evaluation by a qualified medical practitioner which describes and confirms the student's health circumstance and which provides any medical implications for educational planning;

(b) A statement of the student's present levels of educational performance;

(c) A statement of specific annual goals including short-term instructional objectives which are stated in terms that provide for measurement of progress, expected levels of performance, and the schedules for their accomplishments;

(d) A statement of the specific special education and related services needed by the student, and the extent to which the student will be able to participate in the regular educational program, including physical education. If the student is unable to participate in the regular physical education program, a description of the specially designed physical education to be provided to the student shall be included;

(e) The IEP developed for a handicapped student whose chronological age is fourteen or above shall also include career development and/or vocational education goals and short-term instructional objectives, where appropriate: *Provided*, That if the career development and/or vocational education is specially designed instruction, goals and short-term instructional objectives shall be included;

(f) The projected dates for the initiation of services and the anticipated duration of the services, including the number of school days, the number of hours per day, and the length of the school year over which such services shall be provided: *Provided*, That in the event the individualized educational program is the first in the district for such student and the multidisciplinary team has not made a determination as to the need for an extended school year for such child, the individualized educational program team shall make its recommendation on the length of the school year over which such services shall be provided prior to the conclusion of the regular one hundred eighty school days; and

(g) Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being met.

(2) The school district shall provide the parent (or the adult student) a copy of the individualized education program.

(3) Nothing in this chapter may be construed as promising or guaranteeing that a handicapped student will in fact achieve the growth projected in his or her annual goals and short-term objectives. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-461, filed 6/28/84; 80-11-054 (Order 80-31), § 392-171-461, filed 8/19/80. Formerly WAC 392-171-445.]

PLACEMENTS

WAC 392-171-466 Initial educational placement—Notice—Consent. (1) Each school district shall provide written notice of a student's proposed, initial special education placement, or of the district's inability or refusal to make a special education placement, at the initial meeting or within ten calendar days after the initial meeting provided for in WAC 392-171-456. The notice shall comply with the notice requirements of WAC 392-171-526. Provided that pupils admitted to state residential schools shall be enrolled in an educational program within ten school days of admission.

(2) The written consent of the parent(s) (or adult student) shall be requested if special education placement is proposed.

(3) The student's proposed special education placement shall commence when either:

(a) Written consent has been given by the parent(s) (or the adult student); or

(b) The refusal of a student's parent(s) (or adult student) to grant consent has been overridden by the school district pursuant to a hearing (or appeal) conducted in accordance with WAC 392-171-521 et seq. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-466, filed 8/19/80. Formerly WAC 392-171-450. Statutory Authority: RCW 28A.13.010 and 28A.13.070(7). 78-11-074 (Order 11-78), § 392-171-450, filed 10/31/78.]

WAC 392-171-471 Least restrictive environment. The placement and provision of services to each handicapped student shall be in his or her least restrictive environment as follows:

(1) Educational setting—Each handicapped student shall be placed:

(a) In the regular educational environment with nonhandicapped students to the maximum extent appropriate to his or her needs, unless it can be demonstrated by

Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-412, filed 6/28/84.]

WAC 392-171-413 Method for documenting severe discrepancy--Grades one and above. (1) For students in grades one and above, a severe discrepancy shall be determined and documented from tables developed pursuant to WAC 392-171-412.

(2) For the purposes of applying the severe discrepancy tables, the following scores shall be used:

(a) A total or full scale intellectual ability score; and

(b) An academic achievement test score which can be converted into a standard score with a mean of one hundred and a standard deviation of fifteen.

(c) A severe discrepancy between the student's intellectual ability and academic achievement in one or more of the seven areas provided for in WAC 392-171-406 shall be determined by applying the regressed standard score discrepancy method to the obtained intellectual ability and achievement test scores using the tables referenced above: *Provided*, That where the assessment results do not appear to accurately represent the student's intellectual ability and where the discrepancy between the student's intellectual ability and academic achievement does not initially appear to be severe upon application of the discrepancy tables, WAC 392-171-412, the multidisciplinary team shall apply professional judgment in order to determine the presence of a severe discrepancy. In this event, the multidisciplinary team shall document in writing a narrative explanation as to why the student has a severe discrepancy. The multidisciplinary team must provide supportive evidence, including the procedures used to determine that a severe discrepancy exists between the student's intellectual ability and academic achievement: *Provided further*, That if the prohibition against the use of specific tests or test results as provided in WAC 392-171-351(4) shall preclude the use of any of the tests referenced above, the multidisciplinary team shall document in a written narrative the basis upon which the members decided that there exists a severe discrepancy between intellectual ability and achievement. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-413, filed 6/28/84.]

WAC 392-171-418 Additional method for documenting severe discrepancy--Grades seven and above. For a student in grades seven and above not found eligible under WAC 392-171-413 as a specific learning disabled student, the existence of a severe discrepancy between that student's intellectual ability and academic achievement shall be determined and documented as follows:

(1) An intellectual ability test shall be administered.

(2) An academic achievement test in one or more of the seven areas described in WAC 392-171-406 shall be administered.

(3) The student's chronological age/grade (CAG) performance in one or more of the academic achievement areas provided for in the definition shall be adjusted for expectations due to variance in intellectual functioning. The expected performance adjusted for intellectual functioning shall then be compared to the results of the actual achievement measures, the results of which must yield:

(a) A functioning level of two-thirds or below of expected performance; and

(b) A functioning level below chronological age/grade.

(4) If the results of the above comparison for a particular student indicate a functioning level of two-thirds or below of expected performance and a functioning level below chronological age/grade level in one or more of the seven areas described in WAC 392-171-406, a severe discrepancy has been documented. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-418, filed 6/28/84.]

WAC 392-171-421 Definition and eligibility criteria for mental retardation. Mentally retarded students are those who demonstrate significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects their educational performance.

(1) Assessment procedures. All students considered for initial placement in special education as mentally retarded shall be assessed and determined eligible for special education and related services according to the following:

(a) A current assessment of intellectual functioning obtained from a standardized individual test designed to measure intellectual functioning, individually administered by a qualified psychologist and interpreted and attested to as to validity by a qualified psychologist; and

(b) A current evaluation which considers and describes adaptive behavior as measured by standardized instrument(s), or professionally recognized scales where there are no known standardized measures, which discusses any implications for educational planning; and

(c) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually; and

(d) A developmental history compiled directly from the parent(s), or records, when parents are not available; and

(e) A current vision and hearing screening report.

(2) Eligibility standards. The measured level of functioning is to be classified as follows:

(a) Mild mental retardation. Intellectual functioning (IQ) range from approximately 51 through 75 and the following conditions:

(i) Academic functioning equal to three-fourths or less of chronological age/grade; and

(ii) Adaptive behavior equal to three-fourths or less chronological age/grade.

(b) Moderate mental retardation. Intellectual functioning (IQ) range from 30 to 50 and the following conditions:

(i) Academic functioning equal to one-half or less of chronological age/grade; and

(ii) Adaptive behavior equal to three-fourths or less chronological age/grade.

(b) Moderate mental retardation. Intellectual functioning (IQ) range from 30 to 50 and the following conditions:

(i) Academic functioning equal to one-half or less of chronological age/grade; and

(ii) Adaptive behavior equal to one-half or less of chronological age/grade.

(c) Severe/profound mental retardation. Intellectual functioning (IQ) range under 30 and the following:

(i) Academic functioning equal to one-third or less of chronological age/grade; and

(ii) Adaptive behavior equal to one-third or less of chronological age/grade. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-421, filed 8/19/80.]

WAC 392-171-431 Definition and eligibility criteria for multihandicapped. A student shall be considered multihandicapped when there are present and documented two or more handicapping conditions, each of which is so severe as to warrant a special program were that handicapping condition to appear in isolation, and the combination of which causes such severe educational problems that the student requires intensive programming cannot be accommodated in special education programs solely for one of the impairments. Students who are deaf-blind are not included as multihandicapped. (See WAC 392-171-451.) Students who are classified as specific learning disability in combination with another handicapping condition shall not be eligible to be counted for state funding purposes as multihandicapped.

Assessment procedures and eligibility standards: All students considered for initial placement in special education as multihandicapped shall be assessed and determined eligible for special education and related services according to the following:

(1) Assessment procedures for each handicapping condition have been followed, the results of which document eligibility for inclusion in special education were each handicap to appear in isolation; and

(2) Summary statements in the assessment analysis report document that the effect of the multiplicity of handicaps is so severe that the student cannot be accommodated in special education programs solely for one of the impairments. [Statutory Authority: RCW 28A.13.070(7). 84-14-036 (Order 84-19), § 392-171-431, filed 6/28/84; 80-11-054 (Order 80-31), § 392-171-431, filed 8/19/80. Formerly WAC 392-171-380.]

WAC 392-171-436 Definition and eligibility criteria for deaf. Deaf student are those students who have a documented hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

All students considered for initial placement in special education as deaf shall be assessed and determined eligible for special education and related services according to the following:

(1) A current evaluation by a qualified audiologist which describes and confirms that the hearing impairment is so severe that student is impaired in processing linguistic information through hearing, with or without amplification and which prevents the auditory channel from being the primary mode of learning speech and language and adversely affects educational performance;

(2) Current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually;

(3) A current evaluation which considers and describes the student's social and emotional behaviors and which provides any implications for educational planning;

(4) A current assessment of language development as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually; and

(5) A current vision screening report. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-436, filed 8/19/80.]

WAC 392-171-441 Definition and eligibility criteria for hard of hearing. Hard of hearing students are those students who have a hearing impairment, whether permanent or fluctuating, which adversely affects the student's educational performance.

All students considered for initial placement in special education as hard of hearing shall be assessed and determined eligible for special education and related services according to the following:

(1) A current evaluation by a qualified audiologist which describes and confirms that the student:

(a) Has an organic hearing loss in excess of 20 dB better ear average in the speech range (500, 1,000, 2,000 Hz), unaided; or

(b) Has a history of fluctuating hearing loss which has interrupted the normal acquisition of speech and language and continues to be a part of educational planning.

(2) A current assessment of level of academic achievement as measured by standardized tests appropriate to age level and administered individually.

(3) A current evaluation which describes and confirms the student's social and emotional behaviors and which provides any implications for educational planning.

(4) A current assessment of language development as measured by standardized tests or professionally recognized scales appropriate to age level and administered individually.

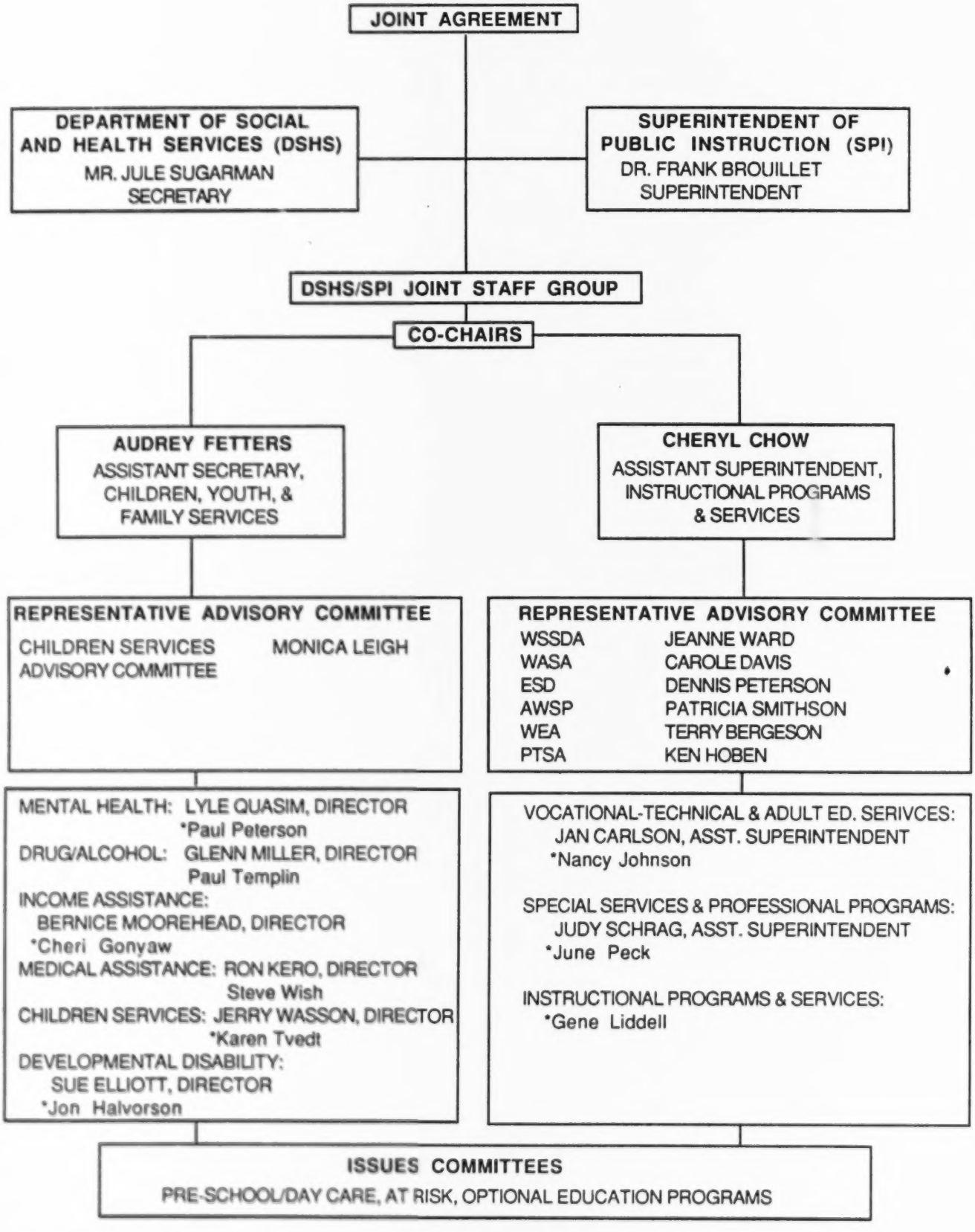
(5) A current vision screening report.

Each school district shall ensure that the hearing aids worn by deaf and hearing impaired students in school are functioning properly. [Statutory Authority: RCW 28A.13.070(7). 80-11-054 (Order 80-31), § 392-171-441, filed 8/19/80.]

WAC 392-171-446 Definition and eligibility criteria for visually handicapped. Visually handicapped students are those students who have a visual impairment which,

APPENDIX F

DSHS/OSPI Joint Staff Committee Information



REVISED 05/18/87

Updated List of SPI/DSHS Advisory Representative Committee

1) **Association of Washington School Principals**
Patricia Smithson, Principal
Lake Dolloff Elementary School
4200 South 308th
Auburn, WA 98001
W: 839-5105

2) **Educational Service Districts**
Dennis Peterson, Superintendent
ESD 171
640 South Mission
P.O. Box 1847
Wenatchee, WA 98801
W: SCAN 565-1436

3) **Washington Association of School Administrators**
Dr. Carole Davis, Director
Special Services
Federal Way School District
31455 - 28th Avenue South
Federal Way, WA 98003
W: 941-0100

4) **Washington State School Directors' Association**
Jeanne Ward, Director
North Thurston School District
4501 - 32nd Lane S.E.
Lacey, WA 98503
W: 586-2590
H: 459-7591

5) **Washington State PTA**
Ken Hoben
17434 - 128th Avenue S.E.
Renton, WA 98505
W: 248-5042
H: 228-2953

6) **Washington Education Association**
Terry Bergeson, President
33434 - 8th Avenue South
Federal Way, WA 98003
W: 941-6700
H: 927-7204 (Tacoma)

Revised 5/18/87

SPI STAFF: FOCUS COMMITTEE

Cheryl Chow, Assistant Superintendent
Division of Instructional Programs and Services
753-6701

Jan Carlson, Assistant Superintendent
Division of Vocational-Technical and Adult Education Services
753-1066

Judy Schrag, Assistant Superintendent
Division of Special Services and Professional Programs
753-6394

Nancy Johnson, Director, Home and Family Life Education
Division of Vocational-Technical and Adult Education
753-5670

Gene Liddell, Supervisor, Sex Equity
Division of Instructional Programs and Services
753-2560

June Peck, Director, Support Services and Programs
Division of Special Services and Professional Programs
753-1142

Revised 3/17/87

APPENDIX G

Conference Evaluation by Groups

SPI AGENCY MEMORANDUM

[illegible] Superintendent of Public Instruction Old Capitol Building FG-11 Olympia WA 98504

TO: Special Services Staff

FROM: Sheryl Bunker [illegible]

DATE: August 28, 1987

RE: Satisfaction Questionnaires

Attached is a summary by group of the Satisfaction Questionnaire sent to participants at the Partnerships for The Future II Conference held in April at Central Washington University.

Total Attending: 101

Total Returning Mailed Surveys: 68

Counties Represented: Kitsap (3), Pierce (3), Benton (1), King (8), Spokane (2), Grays Harbor (3), Benton (1), Snohomish (7), Okanogan (1), Skamania (1), Franklin (-1), Whitman (1), Yakima (3), Mason (2), Walla Walla (3), Thurston (1), and Unidentified (3).

Agencies Represented: School Districts (21), ESD's 113, 189, 105, 101, 123 (2), Hospitals (2), Vocational-Technical Institutes (1), DVR (1), DJR (1), DSHS Regional Administrators (3), DDD (1), DOFS (1), Private Practitioner (1), Local Youth Services Contractor (1), PAVE/STOMP (1), WDDC (1), Local Mental Health Contractor (1), and Unidentified (7).

Focus Groups Represented: Eastern (8), SEA (10), EDE (9), and Transition (16).

Focus Group Return Rate

	Number Returned	Number Attending	Percentage of Return
Eastern	8	20	40%
SEA	15	32	46%
EDE	9	19	47%
Transition	16	30	53%

SMB:kds

TRANSITION GROUP COMMENTS

Individual Group Breakouts:

- This was the most useful part of the conference. I would have enjoyed how others in my group are involved in interagency involvement.
- Very helpful to learn what others are doing on transition projects. Was able to learn many good ideas.
- Transition breakout was somewhat fragmented.
- Not enough time to share what works/doesn't work and why. Too little time to adequately refine issues and present to large group.
- Needed time to problem solve and set stage for new year.
- Like anything else, more time would have been better for the individual group breakouts.

IRS Presentation:

- None.

Other Presentation:

- None.

General Comments:

- The general sessions were too generic - we needed to hear from people who were involved in interagency coordination as related to our group. People did not interact much in the large or small sessions.
- The transition group attempted two very different agendas - they should have had a day or day+ prior to the interagency group to share among the projects.
- We utilized a lot of the information, but needed more time to discuss and develop where we are going.
- All information was beneficial. I have met with three of four teams and they also felt the information and conference was excellent.
- I was even more convinced that interagency collaboration and networking are essential in an era of limited resources.
- I was disappointed that the two ladies from the state did not stay for the afternoon sessions. I thought that was the purpose of the last session - a time for sharing, clarification, questions between schools and the agencies. Didn't do us any good to get together to tell ourselves what we know - we needed their input too.

SERIOUSLY BEHAVIORAL DISABLED GROUP

Individual Group Breakouts:

- Call needs central attn before it is appropriate during summer.
- Not enough time to discuss issues and solutions.

DES Presentation:

- I am extremely tired of out-of-state experts coming in for outside trainings and consultations. They are too short to be useful and too expensive to be worth it.
- Confirmed my frustration and burn out.

Other Presentation:

- Made me think about other approaches to collaboration.
- MANAGMNT.
- Too negative.

General Comments:

- Good work - helpful and stimulating!
- Need more time to share as teams. Our group was too large to get into the "nitty gritty" of particulars the other teams had already worked through.
- The more we can get together to share ideas, the better it will be for all of us. There is certainly a lot of talent and expertise when the groups are combined.
- State representatives on interagency agenda were poorly prepared, noticeably absent after presentation. Lack of receptivity and leadership at state level.
- The DES-DSHS actors should have been present for last session. It felt like giving input to a "black hole" - Even if they could only say "we'll work on that" it would have acknowledged the work we've done!
- Concept was good. Provided information and allowed increased awareness. Gave opportunity for teams and individuals. Allowed for the sharing of needs and concerns and the opportunity to review and prioritize.
- Excellent opportunity to explore new possibilities. Somehow we need to provide time to work out the problems that are developing in interagency work. May be problem-solving sessions with state supervisors - DVR, DDD, DSHS would help.

General Comments (Continued)

- My agency has donated hours and hours of time to this interagency project over the past year. I resent 1) grossly limited resources being expended on more "conferences" and "experts" while those attempting to do their local work must donate their time; 2) being told if we didn't donate more time - by going to this conference - our project stood a limited chance of receiving future funding; and 3) the, what appears to be naive assumption that projects which will eventually be competing for extremely limited funds would be able to collaborate and assist each other in that kind of a setting. I would be curious as to the amount of money expended on the fall and spring conferences versus the amount allocated in grants to actually do the planning or the amount anticipated being made available to implement the planning.

  We have a number of highly qualified professionals and excellently run interagency programs within this state. Let's use our local expertise, streamline, and subsidize the planning process at a local level and get more funds to direct services. I think we would be surprised by how many more "interagency" programs there would be if there was money available to run them.

- This workshop was not very well organized. This is demonstrated by this evaluation coming out six weeks afterwards. Steven Ott was obviously knowledgeable but not necessarily right for this workshop. Our leader for the focus area meeting did not really know what we were supposed to be doing or what the timelines were to have which parts done.

  It looked to me like many of the outside guests were bored by the activities - not a good use of their time. The idea of having this conference was good but the organization and choice of speakers were poor. Possibly you could get more input from educators on what would be more helpful. This evaluation is setup mostly for positive comments rather than suggestions to make it better.

EARLY CHILDHOOD GROUP

Individual Group Breakouts:

- I was really anxious to share "how to" information and we never got to that point.
- Very useful to generate issues, problem solve and network.

Ott Presentation:

- Could have listened to him longer. A new topic for me and very interesting.
- This was most valuable to me - his information was very timely and accurate.
- Information on uses of power. Very helpful conceptually.

Elder Presentation:

- I feel he had very little constructive to say.
- Provided a global picture of interagency.
- We didn't appreciate his view of no funding for interagency activities. They don't happen without funding.

General Comments:

- Really feel an urgency to meet with other birth to six teams and share everything we've done. I feel we have a network beginning that could be very valuable.
- The networking and sharing of what's happening across the state is always useful and valuable - Thanks for including us.
- Need more time to interact with other early childhood groups - helpful to get away.
- Invitation could have spelled out clearly the necessity of inviting other agencies to participate. Lack of funding was a problem for other agency participants from our area.
- I particularly enjoyed our small group meetings, the facilitator was particularly good and I brought back to Yakima information that was put to good use immediately. It probably shortened our work here by six months or more.
- One-day conference with focus area only. Have more areas of the state invited to participate. Send information further in advance so more could attend.

GUESTS' COMMENTS

Individual Group Breakouts:

- None.

Ott Presentation:

- None.

Elder Presentation:

- Not enough specific data or information concerning comparisons.

General Comments:

- ...Could have done even better with process (i.e., in last summary session it's a good idea to have the different groups rotate their input rather than one group give all of its own - keeps us all involved).

- I enjoyed the day. The different agencies from our area travelled together so we had extra time to make friends and share ideas.

- Appreciated the checklist for planning meetings which was included with this evaluation form. Nothing like a little present for spending your time completing paperwork. Thanks!

- It was interesting to note the perception of some participants that intra-agency coordination also needs improvement. This conference may be a model for intra-agency coordination meetings/conferences in the future.

Partnerships for The Future II
Follow Up

Please take 5-10 minutes to help us determine whether or not Partnerships for the Future was useful to you.

Participant Representation

Agency/Organization Guests

County _____

(6) Guest [X] Early Childhood Group [ ]

Transition Group [ ] Seriously Behavior Disabled Group [ ]

I attended: [ ] April 27 [ ] April 28 [ ] April 27-28

Satisfaction - (circle the number that best describes how you feel about the conference)

1. Participating in this conference was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	(4)	5	100%

2. Having an opportunity to network with others with similar interests was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	(4)	5	100%

3. Having an opportunity to hear about interagency teams outside my focus area was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	(4)	5	100%

4. I learned new information about interagency coordination.

no new information		new information was interesting but not useful		information will be very useful to me	
1	2	3	(4)	5	80%

5. I learned new information about my focus area (resources, funding, "how to's", technical assistance etc.).

no new information		new information was interesting but not useful		information will be very useful to me	
1	2	3	(4)	5	50%
(1)	(1)	(1)			

6. I felt like we had an opportunity to provide one another with important information about interagency coordination.

we had no opportunity		we had an opportunity but no audience		we had an opportunity to provide decision makers with useful information	
1	2	3	(4)	5	50%
		(2)			

7. I felt the issues raised were representative of the issues we face in our agency/community related to interagency coordination.

not at all representative		some what representative		very representative	
1	2	3	4	(5)	50%
		(2)	(1)		

Format

1. Individual Group Breakouts were

33% |_| Very useful/interesting |X| Somewhat useful/interesting 33%

|_| Not useful/interesting |X| I did not participate 33%

Comments: _____

_____

_____

2. Presentation by Steven Ott ("Interagency: Its a Fine Art") was

33% |_| Very useful/interesting |X| Somewhat useful/interesting 33%

17% |_| Not useful/interesting |X| I did not attend this session 17%

Comments: _____

_____

_____

3. Presentation by Jerry Elder ("Where Washington is in Interagency Coordination") was:

|_| Very useful/interesting |X| Somewhat useful/interesting 66%

17% |X| Not useful/interesting |X| I did not attend this session 17%

Comments: _____

_____

_____

4. Overall this conference for interagency teams was:

(1) |X| not worth attending

|_| worth attending, but too long

|_| worth attending, but too short

|_| worth attending, but too far away

(1) |X| worth attending

66% |X| worth doing again for interagency teams

General Comments and After thoughts:

_____

_____

_____

_____

_____

*Return in the self addressed stamped envelope to Soosi Baxter (206) 753-1233

Partnerships For The Future II
Follow Up

Please take 5-10 minutes to help us determine whether or not Partnerships for the Future was useful to you.

Participant Representation

Agency/Organization Seriously Behavior Disabled

County _____

Guest [ ] Early Childhood Group [ ]

Transition Group [ ] Seriously Behavior Disabled Group [X] (15)

I attended: [ ] April 27 [ ] April 27-28 [ ] April 28

Satisfaction - (circle the number that best describes how you feel about the conference)

1. Participating in this conference was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	(3)	4	5	90%

2. Having an opportunity to network with others with similar interests was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	(3) 60%	4	(5) 33%	

3. Having an opportunity to hear about interagency teams outside my focus area was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	(3) 20%	(4)	5	60%

4. I learned new information about interagency coordination.

no new information		new information was interesting but not useful		information will be very useful to me	
1	2	3	(4)	5	80%

5. I learned new information about my focus area (resources, funding, "how to's", technical assistance etc.).

no new information		new information was interesting but not useful		information will be very useful to me	
1	2	3	4	5	67%
(2)	(2)			(1)	

6. I felt like we had an opportunity to provide one another with important information about interagency coordination.

we had no opportunity		we had an opportunity but no audience		we had an opportunity to provide decision makers with useful information	
1	2	3	4	5	73%
				(1)	

7. I felt the issues raised were representative of the issues we face in our agency/community related to interagency coordination.

not at all representative		some what representative		very representative	
1	2	3	4	5	
		57%		36%	

Format

1. Individual Group Breakouts were

43% [X] Very useful/interesting [X] Somewhat useful/interesting 50%

(1) [X] Not useful/interesting [ ] I did not participate

Comments: _____

_____

_____

2. Presentation by Steven Ott ("Interagency: Its a Fine Art") was

21% [X] Very useful/interesting [X] Somewhat useful/interesting 50%

30% [X] Not useful/interesting [ ] I did not attend this session

Comments: _____

_____

_____

3. Presentation by Jerry Elder ("Where Washington is in Interagency Coordination") was:

15% |X| Very useful/interesting |X| Somewhat useful/interesting 50%

15% |X| Not useful/interesting |X| I did not attend this session (3)

Comments: _____

_____

_____

4. Overall this conference for interagency teams was:

|_| not worth attending

|X| worth attending, but too long 15%

|_| worth attending, but too short

|X| worth attending, but too far away (1)

|X| worth attending 31%

|X| worth doing again for interagency teams 46%

General Comments and After thoughts:

_____

_____

_____

_____

_____

*Return in the self addressed stamped envelope to Soosi Baxter (206) 753-1233

Partnerships For The Future II
Follow Up

Please take 5-10 minutes to help us determine whether or not Partnerships for the Future was useful to you.

Participant Representation

Agency/Organization Early Childhood Group

County _____

Guest |_| Early Childhood Group |X| (9)

Transition Group |_| Seriously Behavior Disabled Group |_|

I attended: |_| April 27 |_| April 27-28

|_| April 28

Satisfaction - (circle the number that best describes how you feel about the conference)

1. Participating in this conference was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	(4)	5	100%

2. Having an opportunity to network with others with similar interests was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	4 (1)	(5)	90%

3. Having an opportunity to hear about interagency teams outside my focus area was worth my time.

not at all		didn't make a difference		well worth my time	
1	2	3	(4)	5	80%

4. I learned new information about interagency coordination.

no new information		new information was interesting but not useful		information will be very useful to me	
1	2	3	(4)	5	80%

5. I learned new information about my focus area (resources, funding, "how to's", technical assistance etc.).

no new information		new information was interesting but not useful		information will be very useful to me
1	2 (17%)	3	4 (66%)	5

6. I felt like we had an opportunity to provide one another with important information about interagency coordination.

we had no opportunity		we had an opportunity but no audience		we had an opportunity to provide decision makers with useful information
1	2	3	4 (80%)	5

7. I felt the issues raised were representative of the issues we face in our agency/community related to interagency coordination.

not at all representative		some what representative		very representative
1	2 (1)	3 (2)	4 (66%)	5

Format

1. Individual Group Breakouts were

80% |X| Very useful/interesting |_| Somewhat useful/interesting

|_| Not useful/interesting |_| I did not participate

Comments: _____

_____

_____

2. Presentation by Steven Ott ("Interagency: Its a Fine Art") was

75% |X| Very useful/interesting |X| Somewhat useful/interesting 25%

|_| Not useful/interesting |_| I did not attend this session

Comments: _____

_____

_____

5. Presentation by Jerry Elder ("Where Washington is in Interagency Coordination") was:

(59) (5) very useful/interesting (3) somewhat useful/interesting (0)

(3) not useful/interesting (3) I did not attend this session

Comments: _____

_____

_____

6. Overall this conference for Interagency issues was:

(3) not worth attending

(1) (2) worth attending, but too long

(3) worth attending, but too short

(3) worth attending, but too far away

(3) worth attending

(0) (2) worth doing again for Interagency issues

General Comments and Other thoughts:

_____

_____

_____

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*Return in the self addressed stamped envelope to Dean Bunker (256) 722-(0)

Partnerships for The Future II
Follow Up

Please take 5-10 minutes to help us determine whether or not Partnerships for the Future was useful to you.

Participant Representation

Agency/Organization Transition Teams

County _____

Adult ○ Early Childhood Group ○

(16) Transition Group ○ Community Behavior Disabled Group ○

1 attended: ○ April 27 ○ April 27-28
○ April 28

Satisfaction - (circle the number that best describes how you feel about the conference)

1. Participating in this conference was worth my time.

not at all		slight difference		well worth my time
1	2	3	4	5

2. Having an opportunity to network with others after similar interests was worth my time.

not at all		slight difference		well worth my time
1	2	3	4	5

3. Having an opportunity to hear about interagency issues before lunch on Friday was worth my time.

not at all		slight difference		well worth my time
1	2	3	4	5

4. I learned new information about interagency collaboration.

no new information	new information also interesting but not useful	information which will be useful to me
1	2	3	4	5

[illegible]

[illegible]

[illegible]

Comments: _____

_____

_____

3. Presentation by Jerry Elmer ("Where Washington is in Interagency Coordination") was:

25% ○ Very useful/interesting ○ Somewhat useful/interesting 50%

○ Not useful/interesting ○ I did not attend this session

Comments: _____

_____

_____

4. Overall this conference for interagency teams was:

○ not worth attending

○ worth attending, but too long

○ worth attending, but too short

○ worth attending, but too far away

63% ○ worth attending

50% ○ worth doing again for interagency teams

General Comments and Other Thoughts:

_____

_____

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*Return in the self addressed stamped envelope to Susan Baxter (206) 753-1233